UNESCO AND ITS PROGRAMME

XII

MADRAS INSTITUTE OF DEVELOPMENT STUDIES
74, SECOND MAIN ROAD
GANDHI NAGAR, ADYAR, MADRAS-600020

THE SOCIAL SCIENCES

300
J5

UNESCO

UNESCO AND ITS PROGRAMME

A series of information pamphlets each of which deals with a particular aspect of the programme and work of the United Nations Educational, Scientific and Cultural Organization.

Titles in this series:

I. *Unesco in 1950. Aims and Work of the Organization*, 21 pp.
II. *The Basic Programme* adopted by the Fifth Session of the General Conference, Florence, 1950, 26 pp.
III. *The Race Question*, 11 pp.
IV. *Unesco and the Economic and Social Council*, 30 pp.
V. *Technical Assistance for Economic Development*. A Human Approach, 32 pp.
VI. *Better History Textbooks*, 29 pp.
VII. *Geography Teaching for International Understanding*, 37 pp.
VIII. *The Right to Education*, 56 pp.
IX. *Access to Books*, 24 pp.
X. *Arts and Letters*, 27 pp.
XI. *European Co-operation in Nuclear Research*, 26 pp.
XII. *The Social Sciences*, 66 pp.

Published in 1955 by the United Nations Educational, Scientific and Cultural Organization
19 avenue Kléber, Paris-16e
Printed by Christoph Reisser's Söhne, Vienna V
© Unesco 1955
Printed in Austria
MC. 54. II. 16 A

THE SOCIAL SCIENCES

INTRODUCTION

The evolution of political and social structures, under the impulse of tremendous technical development, of economic upheavals and of world conflagrations, has created an urgent duty for our time. Humanity cannot rest content with trying to understand and explain the processes and machinery by which the modern world is being transformed. Swept along at a dizzy speed, it must, if it wishes to survive, guide and control the phenomena that are the source of the disturbances in national or international life. It is becoming ever clearer that the spectacular progress in the exact sciences, which have furnished the twentieth century with instruments of fearsome power, has not been accompanied by a corresponding advance in the sciences of man, and that this disproportion between the revolutionary achievements of the former and the modest results of the latter has produced a fundamental lack of balance which is imperilling our civilization. The most eminent scientists, whose work marks the beginning of the atomic age, are themselves conscious of this state of things, and are insistently asking that greater efforts and greater material resources be devoted to research designed to remedy it.

This explains why, during the past 50 years and especially since the end of World War II, a new interest in the social sciences is almost everywhere observable. In many countries of the world today, the role, potentialities and methods of these sciences, far from remaining the preserve of small coteries of specialists, have attracted the attention of the public as well as of the nations' leaders.

To what extent can science define and control the phenomena governing the complex relations between States of

LIBRARY MADRAS

between members of national communities? Are there, between these phenomena, constant relationships which, once discovered, enable us to influence and alter 'realities' and, with them, the so-called fated course of history? This is the social sciences' ultimate aim. Whether it be the oldest of them, like law or political economy, or the most recent, like sociology, political science, social psychology, cultural anthropology, or demography, each in its own way has a contribution to make to the study of the major problems of our age. Moreover, it is obvious that to list them as separate disciplines according to subject and method is not to imply that they operate in water-tight compartments. Just as the dividing lines between physics and chemistry, or between chemistry and biology, have become blurred in recent developments of the so-called exact sciences, the frontiers between the various social science disciplines are fairly fluid, all the more so because of the social sciences' recent origin and their consequent escape from the formalism of tradition.

The scale of the problems with which they are faced demands a multilateral approach by the various branches of the social sciences. Their task here is, not to mark out a separate field of investigation for each, but to pursue common objectives and the study, from different standpoints, of complex social phenomena, indeed of entire societies. This attempt at synthesis, for which the need is almost everywhere felt, opens up the prospect for the gradual formation of a social science with all the many and varied resources of the traditional disciplines at its command.

But the development of the social sciences in different regions or different countries of the world remains very uneven. This is due to resistance from centuries-old systems of education, to lack of funds and teaching staff, to the dearth of professional openings for social scientists; also to the weight of structures and rigid divisions that are maintained by the force of inertia. The classical disciplines, crystallized in the form of national traditions, are all the more rigid in those countries to which, in the past, they brought considerable renown. There, the social sciences have to develop by freeing themselves from their traditional framework, at the cost of painful struggle and dispute. Paradoxical as it may seem, the very weight of a culture is often a hindrance to their progress. In the newer countries, on the other hand, where the whole educational system has had to be built up from nothing, it seems easier to proceed on new bases; but

here again, lack of funds and of first-class specialists is an obstacle that is difficult to overcome. Planned and organized help under technical assistance, either bilateral or international, enables some of the difficulties to be solved, but such help is still too fragmentary and restricted to permit of rapid progress in teaching and research.

In particular, many problems arise as regards the way in which the different disciplines are treated, their degree of independence in relation to the classic subdivisions (historical, philosophical and legal sciences) adopted in teaching, the development of pure science in relation to applied science, the extent to which the different social sciences are interdependent, and questions of methodology. In this respect the present epoch is a period of gestation, when more or less apposite concepts and techniques are born and when new systems, already discernible, are beginning to take shape.

In the numerous countries where the problem of social science teaching and research has arisen of late years, a threefold aim has generally been attributed to these disciplines:

1. The objective knowledge of concrete reality, based on analysis and interpretation. This knowledge serves as a basis for a study of possible practical applications, as well as the whole of 'social engineering' in any modern community. It also leads to a realization of the interaction of the social disciplines upon each other, as well as of the benefits, both theoretical and practical, of their 'cross-fertilization'.
2. The training of specialists—the planned preparation of future teaching staff and of scientific research workers with a view to the necessary steady development of social science studies, the continual advance of knowledge, and the increasingly effective application of experimental data to the solution of life's problems.
3. The spread of scientific knowledge through the exchange of ideas and documentation, the standardization and improvement of terminology, and the devising of experimental methods that can be applied in several countries in order to obtain comparative data.

National achievements or plans in this field, whether due to private or to public initiative, may be arranged within the framework of this threefold design.

In point of fact, the most decisive results so far observed are in the field of research as applied to national, regional or local problems, since it often happens that research undertaken, frequently on the initiative of public authorities,

LIBRARY MADRAS

themselves, later provides a scientific basis for administrative or legislative measures.

Since 1945, economic investigations have assumed considerable importance in a large number of countries. Improvements in and a wider use of statistical methods, as well as direct enquiries by means of questionnaires or interviews, have enabled fluctuations in the standard of living to be measured with increasing accuracy, as also trends observable in this connexion, in the light of factors such as production, income, savings, employment, etc. Progress has been made not only in the more exact defining of phenomena but also, to a considerable extent, in regard to the theoretical factors leading to the analysis and interpretation of data assembled by the usual statistical and sampling processes. In some countries, econometry has been employed in order to acquaint governments with the consequences of various types of economic policy, since econometric methods enable a large number of variables to be taken into account. Elsewhere, comparative surveys of the fiscal system of different countries have been carried out, in order to guide legislators when they revise the national fiscal system.

But research is not limited to the economic field. The analysis of social phenomena, whether carried out by official organs, large trade union or employers' organizations, or private research institutes, deals increasingly with problems such as the state of a population's health (e.g. the growth of alcoholism), housing questions (e.g. the standard of comfort), heating and lighting systems, sanitary equipment and noise abatement. In this connexion attempts are being made not only to determine the present situation, but also people's needs, by discovering the kind of improvements they would choose if their incomes were increased. The use of leisure time is also the subject of an analysis far exceeding the bounds of private interests. In countries where broadcasting is nationalized, enquiries into the tastes and preferences of listeners are designed exclusively for the purpose of preparing programmes that reflect the desires of the various categories of public.

Democracy presupposes a thorough knowledge of the phenomena of political life. In recent years, several nationwide surveys have endeavoured to interpret the structure, objectives, methods and resources of political parties. Governments pay increasing attention to public opinion polls regarding major national problems, and in some cases help to finance them. Unofficial referendums of this kind modify the

traditional framework of representative democracy, and governments and parliamentarians now take the results of these polls into account when formulating their countries' policy.

Social psychology, very often employed in the field of labour relations, is effective in several other directions also. Research into the causes of delinquency, especially juvenile delinquency, vagrancy and prostitution provides jurists with vital information which has already led to a reform of the penal and prison systems in several countries. This science is likewise applied to relations between heterogeneous ethnic groups living in close, if not always friendly, contact in a given territory. In the case of ethnic minorities which are autochthonous or which have long been established in the country, such as the Indians or the Negroes in the Western Hemisphere, or of immigrants settling in regions undergoing development, the integration of these minorities into the national community raises complex problems, which governments endeavour to solve by recourse to the advice of anthropologists and social psychologists. The latter are also, in some cases, called in to advise the authorities in the matter of national education. A wide variety of questions arise in this connexion: sometimes global research is required to determine the age at which pupils who are to receive practical and technical training should be separated from those whose more theoretical studies are designed to improve their general culture; sometimes specific investigation is needed, e.g. to estimate the influence of social environment on the educational standard of pupils in certain communities.

In addition to their use for the purpose of enlightening governments on the nature of specific problems to be faced, the social sciences indirectly influence the economic and social policy which the authorities or private bodies pursue. The development of social science teaching has enabled it to play a part, to a greater extent than formerly, in the formation of legislators, high officials, industrialists and trade union leaders, who all gradually acquire the habit of approaching problems encountered in their work through recourse to the types of 'diagnostics' which the social sciences can provide.

Lastly, the growing respect accorded to the social sciences is shown by the increased resources placed at the disposal of experts and research workers. The funds allocated by governments for social science work, and for new university chairs to enable new generations of social scientists to be

trained, are now supplemented by private donations, often substantial. The Mæcenas of the industrial age, who a few decades ago would have financed movements for social reform, is nowadays more interested in founding research institutions; and an ever more important role is being played, in this respect, by the large foundations or endowments which, especially in the Anglo-Saxon countries, are at work.

But these studies and enterprises, some of which are of the greatest importance, are seldom properly co-ordinated. Only one country—the United Kingdom—publishes a general inventory of current social science research. In a very few States, where social science research councils or national councils for scientific research exist, information about the work of specialists tends to be centralized, but generally within a given discipline rather than according to the problems studied. Elsewhere, scientific reviews publish information on this subject that is very useful but unfortunately fragmentary. And while information and co-ordination are still sadly lacking at the national level, they are, *a fortiori*, even more lacking on the international plane.

For this reason, interchange of ideas and specialists between countries and between different cultural regions is essential for awakening or stimulating interest in the latest developments in research, comparing the actual potentialities of the social sciences, utilizing results achieved and distributing information that is still somewhat rare and difficult to come by. This task demands organized action of a continuous and coherent nature, and it cannot be successful unless a network of communications and 'relay stations' is created around a distributing centre with facilities for circulating information on an international scale.

The United Nations Educational, Scientific and Cultural Organization, as its constitution indicates, exists for the purpose of 'advancing, through the educational, and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims'. This task cannot be fulfilled without an active share being taken in the efforts which are everywhere being made to rationalize human society and control the social forces that are changing it. Unesco was bound to assign an important place in its work to the social sciences—because its role is to stimulate the advance of knowledge in every form, but even more because the development of these sciences is one of the best means

of promoting mutual understanding between individuals and nations, and of combating the evils engendered by ignorance.

In 1946—five months after the signature of Unesco's Constitution—it was decided to devote a special section of the Organization's programme to the social sciences. Several difficulties, however, at once arose. First, the term itself—'social sciences'—did not possess the same meaning in all countries. But more serious was the fact that some disciplines (like political science) either did not exist in certain countries or—if they did—were, in the various seats of learning and according to the various 'schools of thought', given meanings and values entirely different from those attached to them elsewhere. Moreover, the importance of the different social sciences varied considerably from one region of the world to another. In one, economics held first place; in another, international and comparative law.

Account had also to be taken of the fact that throughout the world, with rare exceptions, the social sciences (unlike the natural sciences) were not organized at the international level. There were no international associations commensurate to sciences of such importance as economics, sociology, political science and comparative law. Most countries did not even have national associations on which an international organization could have been based. Stress had doubtless often been laid on the advantages of applying social science to the practical solution of a number of international problems, but generally speaking such views had not been translated into action.

The 'basic programme' proposed in 1950 mapped out the course that Unesco should follow. Taking the difficulties and scale of these international problems into account, it laid down the guiding principles for the Organization's activities in, among others, the social science field:

'A proper understanding of mankind demands a knowledge of the communities in which it has developed. Nor can attempts to better the lot of man meet with success unless they include the society in which he lives. Unesco, therefore, cannot strive for peaceful progress through international understanding unless it places social sciences in the foreground of its field of study. The international co-operation which it has the mission of encouraging in all branches of intellectual activity is, in itself, a social phenomenon the laws, practices, structure and operation of which all deserve study. Thus three types of action are required: help in improving the techniques of social science by fostering inter-

[library stamp]

national contacts and exchanges; organized international co-operation in studying problems immediately related to Unesco's purposes; and a practical investigation of the various methods of international co-operation designed to reveal which are the most effective in promoting world understanding.

'By reason of the very scope of their research, particularly in relation to the maintenance and organization of peace, the social sciences urgently need close international co-operation. They constitute perhaps, the sphere in which such co-operation is at once the least advanced and the most necessary. Unesco is, therefore, trying in the first place to provide social scientists with the best possible conditions for co-operation.

'Unesco directly encourages enquiries into certain social problems selected for their immediate relevance to its aim of international understanding.

'Because manifestations of social tension in mass psychology may be the precursors of hostile acts and of war, the investigation of their nature and development is a matter of the greatest importance. Again, technical developments which contribute so much to material progress may be the cause of serious maladjustments unless they are accompanied by a complementary intellectual and moral development. Finally, whether it be in education, culture or mass communication, successful action demands an exact knowledge of the conditions under which it is carried on and of the psychological reactions which it may provoke. Unesco will seek to improve the means whereby such knowledge may be secured. There are, therefore, certain current social problems of world significance to whose solution Unesco should contribute.

'The major international organizations established in the first half of the twentieth century offer in their structure and operation a particularly important field for investigation. In a world becoming more complex and more highly organized, the study of the various forms and techniques of international co-operation carries with it the possibility both of improving the practice of such co-operation and of extending it to new fields.'

This programme, in its main features, is characterized by the twofold aim of acquiring a scientific knowledge of the social environment and of exerting an influence on actual conditions. It involves international co-operation among experts and the development of social science teaching, together

with the conducting of comparative studies on a number of problems whose importance calls for co-ordinated research by experts from several countries and several disciplines. Unesco's ultimate aim is to mobilize scientists in every region of the world with a view to finding a satisfactory answer to the crucial question of our age—how can the peoples of the world learn to live in peace? The first steps taken along this road, and the modest but often encouraging results already obtained, form the subject of the present booklet.

CHAPTER I

AID TO INTERNATIONAL SCIENTIFIC COLLABORATION

Scientific progress, as generally understood, is a process of slow and continuous accumulation of knowledge. This knowledge constitutes a common fund for all nations, whose research workers draw from it the material for new advances. Unfortunately, so far as the social sciences (and particularly the applied social sciences) are concerned, the work done and the discoveries made do not really form a stock of capital readily available to all concerned. Research undertaken on new lines, as a pilot experiment in a given environment, too often fails to produce a yield commensurate with the efforts expended; the conclusions that emerge are not tested and compared within the framework of differing cultural and social environments.

Moreover, impetus in research is usually of a one-way character—from the greater nations to the smaller. The size of the resources employed, the training of specialists in sufficient numbers, the continuity of exchanges of views, the use of widely-spoken languages—these are all factors facilitating the spread of ideas and information among research centres situated in Europe and North America, and the publicizing of the conclusions which the scientists in these regions have reached. Excellent work undertaken in other countries or recorded in less-known languages is, on the other hand, limited in international influence.

For this situation, which impedes the progress of the social sciences, a remedy must be found. Unesco is endeavouring to find it by facilitating the organization on an international basis of specialists in the main disciplines, by trying to rationalize terminology and the current system of documentation, and by acting as a clearing house for information. It thus aims to meet real needs in a co-ordinated way. At the same time it is encouraging the development of research and the improvement of social science teaching, the inadequacy of which is often a serious obstacle both to the technical training of government officials and to the evolution of ideas.

The 'closed' nature of countries' political and economic systems impels the creation of international organizations of experts, as a means of meeting pressing technical needs and the deep-felt aspirations of modern intellectual life. Many associations of this kind have arisen spontaneously; but the degree of their development varies considerably, according to discipline and region. Without aiming at such uniformity as would be out of keeping with the sciences' unequal advance, Unesco unceasingly endeavours to deepen and widen this system of human contacts, which forms a true association of minds throughout the world.

The fact that the social sciences are mostly of comparatively recent origin explains why international co-operation among them is much less than in the natural sciences or in arts and letters. Unesco has therefore been led to intervene more directly in this field than elsewhere, in order to encourage the foundation of bodies designed to bring experts in the different sciences together on the international level. It assisted the efforts which culminated, in 1949, in the formation of the International Sociological Association, the International Political Science Association and the International Economic Association. In the following year the International Committee of Comparative Law began its work, and in 1951 the International Union of Scientific Psychology was founded.

Unesco has not been content merely with encouraging the foundation of these bodies. It gives them practical assistance, enabling them to carry on their normal work and covering partially or totally the expenses incurred on special projects. Without adequate resources such associations could not in fact perform their functions on the scale or with the effectiveness desirable.

Unesco's aid is used for several purposes which all help to facilitate the collective effort of specialists in the different disciplines. For each discipline there are special committees which act as centres for documentation and for the distribution and exchange of information. These committees ensure the issuing of numerous scientific periodical or other publications, which maintain between institutions and individual research workers throughout the world the necessary 'liaison service' for the spread of knowledge and the comparison of experience and ideas.

Unesco also encourages and helps these associations to hold

conferences, symposia and various types of working meetings which, owing to their lack of funds, they could not themselves arrange without substantial financial aid. In this way it has been possible, in recent years, to compare the different positions reached in research, to estimate the degree of knowledge attained in given fields, and to ensure stricter co-ordination of effort in national scientific circles. The ever more active part taken in scientific life by previously 'passive' regions of the world, and the increasing facilities which modern methods of reproducing and communicating written works and symbols afford for the extension of cultural exchanges, have made international comparisons more than ever necessary; but, for the same reasons, they have never been more difficult and costly to organize. In bearing part of the expenses, Unesco sees to it that these subventions are in particular used to enable specialists living in distant regions, as well as the best of the younger generation, to attend the meetings, thereby ensuring that the latter are, not only as representative as possible, but calculated also to provide a valuable stimulus.

But the assistance is mutual. As the international social science organizations develop, they come to take an ever greater part in the carrying out of Unesco's programme. Most of them have set up research committees which pay special attention to the questions raised by this programme; all of them have contributed to an international enquiry into social science teaching and to the working out of documentation methods designed to provide an effective aid for scientific research. While these associations are taking an increasing part in Unesco's activities, their representative character is also becoming more marked, as is shown by the constant growth in the number of national committees affiliated to them. The formation of international unions of experts has in fact had a stimulating effect on national scientific circles, which, as many examples show, now feel a greater need to associate at the national level and to produce periodicals publicizing their work. Like a developing tree which plunges new roots into the soil, international co-operation is consolidating and strengthening its own foundations.

Apart from these organizations, each covering a very broad section of scientific activity, Unesco maintains continuing relations with associations whose field of interest is more specialized or whose work is only partly related to the Organization's programme. Among these we may mention the International Union for the Scientific Study of Population,

the World Federation for Mental Health, the World Association for Public Opinion Research, the International Econometric Society, the International Institute of Administrative Sciences, the International Society of Criminology and the International Statistical Institute.

The creation and growth of these associations led to an exchange of views which has made it possible to see how far the lines of demarcation between the disciplines concerned are still unsettled and subject to dispute. On the now firm basis of the international bodies associating experts by disciplines, it has been possible to advance to a second stage of integration and set up an organism which could help gradually to bring about a more rational and co-ordinated division of work in the social science field. Founded in October 1952 under Unesco's auspices, the International Social Science Council is autonomous and non-governmental. Its members —distinguished specialists to the number of 18—are so chosen as to be representative of the different disciplines that study social problems, and of the main regions of the world. The council's primary duty is to suggest plans for developing research on an international scale and for improving social science methods and techniques. Working through several specialized committees, it also has the task of investigating the extent to which social science can help in solving the major problems of our age.

On these various matters the council collaborates with Unesco, and in the same spirit sponsors, with competent national and international bodies, the execution of international or 'inter-cultural' research projects covering several disciplines. Thus it recently evolved a detailed work plan centred upon the theme of 'The influence of changes in community size on social group characteristics and on the nature of social problems'. This problem is of undeniable practical importance at a time when the individual is being included, if not always integrated, in ever larger and more complex units—political (here we have a wide variety of types of organization, from the minute tribe to large federations of states), economic (markets extending progressively from a municipal to a world scale), or social (the size of towns and of the various ethnic and language groups exercising a major influence on living conditions). From the theoretical standpoint, not the least of the advantages of such surveys is that they enable us to determine the cause-effect relationships characteristic of the quantitative and qualitative aspects of social phenomena.

Together with the International Council of Scientific Unions and the International Council for Philosophy and Humanistic Studies, the International Social Science Council thus embraces all the learned disciplines.

REGIONAL CO-OPERATION OFFICES

The international organizations of experts are constantly endeavouring to broaden their basis of representation by encouraging the formation of national associations in countries where these do not exist. Although progress has been made in this direction, these international organizations still find their chief support in Europe and North America. In order to facilitate exchanges between the main centres of scientific research and situated at a distance from these regions, Unesco set up in 1947 and 1948 science co-operation offices in the Middle East (Cairo), South Asia (New Delhi), South-East Asia (Jakarta) and Latin America (Montevideo). Their work was at first limited to the natural sciences, but has gradually been extended to the social sciences. In 1951 social science experts were added to the staff of the Montevideo, Cairo and New Delhi offices, and a similar step was taken at the end of 1952 in respect of the Havana office.

These field officers try to encourage the formation of national associations of experts—co-ordinating or research centres which they later help to affiliate with international organizations. They do all in their power to develop the teaching of the social sciences and to encourage by means of meetings and study courses a joint study of problems of particular interest to their region. In 1952 two symposia were arranged on these lines; one in Athens on the changes that are taking place in the traditional social and legal structures of the Near and Middle East as a result of technical advances, and one in Delhi, on the contribution of the social sciences to the survey of the status of women. Other regional symposia will be held in 1955—in the Middle East on the role of the 'middle classes' in economic development, in Latin America on the meaning and criteria of economic progress, and in Asia on the social effects of the introduction of modern agricultural techniques. The field officers also take advantage of visits by eminent experts from other regions to arrange lecture tours enabling these experts to describe the latest research developments in their own countries. Lastly, regional offices collaborate with the United Nations and the other

Specialized Agencies in every sphere directly concerned with social problems and economic development.

They collect and also forward information required by research workers in the countries of their region, and for this purpose prepare half-yearly bibliographical lists which are mimeographed and distributed to libraries and universities. They send to the Secretariat of Unesco, and to institutions and private persons requesting it, information about publications and about activities in progress in the region. Their being stationed in distant countries means that their help can be enlisted for planning research projects of interest to the governments with which they are in contact, or for promoting scientific research in collaboration with regional organizations. Through its acquaintance with the need felt in underdeveloped countries for education, and for the application of research to practical problems, Unesco can thus make its programme an increasingly useful and effective response to the specific requirements of Member States.

DOCUMENTATION

Viewed from the standpoint of international co-operation, the progress of science does not merely depend upon the willingness of experts to collaborate with one another: it also requires that research workers shall be provided with documentation and equipment ever better adapted to the needs of each discipline. It has been said that science is 'collective thought based on collective memory'. If there is to be cohesion in scientific thinking and research, leading to universal progress, knowledge must be pooled. But this becomes more and more difficult through the very abundance and diversity of intellectual life. The wealth of documentation available, emanating mainly from the regions where the best equipped and most numerous research centres are to be found, means that a selection must be made, and this is not an easy task for an isolated scientist to undertake by himself. Moreover, there are many works, written in the less familiar foreign languages, which can be used only in translation or through some other medium. If the growing bulk and diversity of intellectual output is not to lead to confusion and an enormous waste of energy, services must be organized as soon as possible, and on a world scale, to standardize, classify and analyse it, so that the property of all is accessible to each.

Measures of this kind are particularly urgent as regards the social sciences, where the voluminous documentation is scattered and often difficult to obtain. To remedy this to some extent, a special Clearing House for Information and Advisory Services has been started at Unesco's headquarters in Paris. This service has so far concentrated on two main tasks: (a) collecting documentation on social science problems figuring in the programmes of the Organization and of the international associations co-operating with it; (b) keeping an up-to-date register of social science experts throughout the world.

It is planned to publish mimeographed news bulletins in the near future. This will make it easier for the clearing house to supply information to governments, international organizations, research institutions and experts, carry out certain tasks, secure invitations from universities to professors from abroad, and organize missions of experts.

In response to constant requests from research workers, Unesco also felt the obligation to publish bibliographical directories and news bulletins containing analytical abstracts. To assist it in this work it set up in 1950 an International Committee for Social Science Documentation, composed of nine experts of different nationalities and specializing in different branches of social science. This body keeps in touch with international associations, finds out what documentary work is in progress, co-ordinates it and helps to get it published and distributed. It decides which of the projects submitted to it seem the most useful and worthy of priority within the limits of the available resources. It also establishes and defines the standards it thinks desirable to apply in social science documentation.

In this way the publication has been undertaken of bibliographies, directories and catalogues enabling a rapid identification to be made of the principal sources of information indispensable for all research work. One long-term task to which the committee is devoting itself is the preparation of specialized bibliographies dealing with each of the main branches of social science. Thus an *International Bibliography of Political Science* containing some 6,000 titles appeared in 1954, and an *International Bibliography of Economic Science* will be ready for the press in 1955. Concurrently with the preparation of these basic reference works, information is being published in various forms about recent scientific literature. Half-yearly bibliographical lists distributed by the Unesco co-operation offices in Cairo and New Delhi give

details of books and articles on the social sciences printed in the Middle East and South Asia; in addition the secretariat publishes two quarterly reviews, one dealing with sociology and the other with political science, which are also designed to provide research workers with a simple means of identifying recent documentation of interest to them. *Current Sociology*, which has appeared since 1952, contains, in addition to an annual bibliography of a general character, bibliographical lists and articles on selected subjects—such as the development of research into the social implications of technical advance, or recent trends in social stratification. The International Sociological Association, which is responsible for compiling the necessary information, has enlisted the aid of several Specialized Agencies and of correspondents belonging to national affiliated associations. *International Political Science Abstracts* first appeared in 1951 under the auspices of the International Political Science Association, which in 1955 is to assume responsibility for publishing it, with the financial assistance of Unesco. This review fulfils a long-felt need of political scientists, by providing them with analytical abstracts of articles—about 350 in each issue—published in some hundred periodicals drawn from 26 countries.

In the course of the last four years various publications listing existing sources of documentation throughout the world have been prepared and distributed by Unesco. These are the *Selected Inventory of Periodical Publications and Documentation in the Social Sciences* (1951), together with its complementary volume, *World List of Social Science Periodicals* (1953), and the *International Repertory of Social Science Documentation Centres* (1952). These small publications do not claim to be exhaustive; they are intended merely as a kind of topographical record, in a field little explored on a world-wide basis, of the bodies distributing this type of scientific documentation.

The *Register of Legal Documentation in the World* (1953), prepared in collaboration with the International Committee of Comparative Law, is more specialized in its aim, being designed to assist experts in this branch of social science in the study of the municipal law of the different countries. This register contains information on the sources of legislation and jurisprudence and the centres of legal activity in each country, and also a list of reviews and specialized periodicals. Concurrently, the International Committee of Comparative Law, as part of its task in providing information on the main characteristics of the principal legal systems, has itself written

'introductions' to the law of such countries as Spain, the United States of America, the United Kingdom, and the Scandinavian countries (Denmark, Finland, Norway and Sweden).

In addition, Unesco has helped the International Economic Association to publish an annual miscellany, *International Economic Papers,* containing English translations of important articles from economic reviews in countries whose language is little known abroad.

Information about documentation sources and the published results of social science work is completed by a third type of reference book, specially designed to promote direct co-operation on an international scale among experts engaged in research along similar lines. It is often a great advantage for experts, in the course of their work, to compare notes on methods and results with colleagues in other countries who can apply their investigations or experiments to analogous questions. Contacts of this kind can be extended only in so far as some kind of census is made of research undertakings, which often take several years to complete from the time they are first begun. Individual work, mainly because there is so much of it, and not all of equal importance, needs a *different kind of directory.* Unesco has therefore tried to fill a large gap by producing an *International Register of Current Team Research in the Social Sciences,* based on a survey of the main research programmes now being carried out in all parts of the world. For each project the catalogue gives an outline of the work in hand, the names of the research workers associated with it, the financial resources available, the probable duration of the work and a brief description of results already obtained. The several thousand projects mentioned in this volume cover about sixty-five countries and territories—14 countries in Latin America, 15 in Europe (including their overseas territories), three in the Middle East, one in the Far East, and all British Commonwealth countries with the exception of the United Kingdom. which has a very complete national directory of its own and therefore does not need to be included. It is intended to devote a second volume to the United States of America, where social science research is particularly advanced, grouping the various types of work in their categories and arranging them in the form of 'trend reports' according to the different currents of scientific thought they represent.

Although of very varied scope and value, theses written for doctorates frequently embody the results of original research,

which is a far from negligible factor in scientific thought. During World War II and the period of austerity following it, work of this kind—which in normal times it would have been possible to publish—was not printed and distributed because of the paper shortage and the obstacles to international communication. Unesco has tried to make this unpublished documentation more accessible by publishing a directory, which appeared in 1952 and contains particulars of more than 3,200 theses written between 1940 and 1950 in 21 different countries.[1]

Finally, Unesco's attempts to increase contacts between countries and between one discipline and another would not be complete if there were not some general liaison body to distribute news of probable interest to all social science experts and to keep the cultured public conversant with the main problems. The *International Social Science Bulletin*, founded in 1949, as a permanent link between Unesco and international scientific organizations whose mouthpiece it was designed to be, has aroused an ever growing interest, proving that it satisfies a real need. Each issue contains a number of original articles based on a central theme or dealing with problems in a given region. It also gives particulars of social science documents published by the United Nations and the Specialized Agencies. The bulletin also contains reports of congresses, lectures and meetings organized by Unesco or by international social science associations, as well as accounts of the main national research centres.

TERMINOLOGY

The development of the various branches of science, no matter with what subject they deal, demands a precise vocabulary with a recognized terminology logically employed. But in the field of the social sciences, terminology has not yet acquired the degree of precision needed if confusion and ambiguity are to be avoided. Key words like class, society and structure, not to mention liberty or democracy, have many different acceptations.

Some branches of the social sciences seem more advanced than others in this respect—law for instance, which benefits from the immense amount of systematic thought bestowed

1. *Theses in the Social Sciences*, international analytical catalogue of unpublished doctorate theses, 1940-50.

upon it since Roman times. The same may be said, to some extent, of demography, at present the subject of important terminological studies; and perhaps also of some branches of political economy and cultural anthropology. But as regards the other social sciences, except when they rely upon mathematical speculation or statistics, the vocabulary is still defective.

The result is that social science experts spend a great deal of their time and energy in creating and perfecting an original vocabulary peculiar to themselves, which sometimes satisfies a particular need but is seldom valid for any given discipline as a whole. This onerous task, which usually stops at the descriptive stage and seldom achieves a precise and standardized terminology, has many disadvantages; not only is time that might have been given to studying a problem wasted on the creation of a new vocabulary, but it frequently happens that very different terms are used for closely related facts or concepts, and conversely, but no less often, that the same words are used for different things.

Difficulties encountered at the national level are aggravated at the international level by the lack of recognized agreements on the terms employed in different languages. All who have had occasion to attend international meetings, or who are obliged as part of their profession to consult works published in a foreign language, recognize the usefulness of exact translations and regret their absence. Thus it is not only in the so-called underdeveloped countries that the creation of a body of scientific doctrines adapted to the country often comes up against difficulties of terminology (when, for instance, the vernacular is used for training the future elite), but this also happens in countries where the social sciences have made great strides—although real difficulties of communication still exist.

As a step towards the gradual standardization of terminology, Unesco proposes to encourage the production of a social science dictionary similar to Lalande's dictionary of philosophy, and also of multilingual vocabularies. This, however, will be a complicated and lengthy task requiring several years of preparation. It has been decided to begin by making an experimental study of 150 to 200 terms, which will provide some indication of the praticability and scientific value of the proposed plan of work. On the basis of this experiment, if it succeeds, the scheme can be extended to include all the social sciences and can be carried out in other languages besides those selected in the first place.

RESEARCH

It is recognized nowadays that the progress of knowledge depends on the development of comparative methods. This means that scientific research in the social sciences must always take account of the cultural factor, no matter what society may be the subject of study. Although it is true that research pursued in any society may give rise to many interesting hypotheses concerning the relations of that society with other social groups. these hypotheses still need to be verified by an international study of the process of interaction. There can be no doubt that the best way of doing this is to isolate this process and entrust the study of it to institutions created for the purpose.

Since 1948 it has been the constant endeavour of the United Nations Economic and Social Council and Unesco to found international bodies of this kind. In 1951 an international committee of experts unanimously recommended that Unesco should establish a centre to study the effects of changing techniques on human beings. It considered that the changes in question had exercised so great an influence upon social and economic processes and on the human and political aspects of these, that the connexion between the different factors should be thoroughly investigated. An enquiry of this kind, however, calls for research on an international scale, since the problem is common to all peoples, though for some it is particularly acute. As the proposed study deals with international relations in the widest sense of the term, and with the tensions to which they give rise, all branches of the social sciences should have a share in it. It should lead to the establishment of new methods for ensuring the comparability of results beyond national and cultural frontiers, and also to the training of research workers having scientific interests and ideas of an international character. The International Research Office on the Social Implications of Technological Change, opened in Paris in October 1953, is a first step in this direction. It is responsible for collecting and keeping up-to-date documentation on institutions or individuals conducting investigations, particularly in the underdeveloped countries, into changes in the traditional social structure brought about by the introduction of mechanization and of new techniques. The International Social Science Council. under whose auspices the research office was set up, received from Unesco the material assistance required for carrying on this work.

In 1949 Unesco became aware of the contribution it could make to cultural life in Germany by establishing a network of centres to stimulate the interest of social science experts, educators and young people, and by encouraging collaboration, in a spirit of mutual understanding, between German and foreign scientists, so as to help bring Germany back into the community of nations. Amongst the activities undertaken by Unesco in Germany was the foundation, in 1950, of a Social Science Institute at Cologne to study problems of social organization and integration in a country where the consequences of war had made their solution a matter of special urgency. A large-scale enquiry, dealing with the relationship of the individual to the various social groups on which he depends (family, local and national political institutions, colleagues at work, religious communities, etc.) is on the point of completion. Other subjects of study are the methods of integrating foreign ethnic groups into the Federal Republic and the relations between employers and employed in industry.

THE TEACHING OF THE SOCIAL SCIENCES

Co-operation among experts, standardization and distribution of documentation, organization and extension of research—these are some of the factors upon which the future of the social sciences depends.

All efforts to these ends will, however, be in vain unless they are accompanied by measures to develop and improve the *teaching* of the social sciences. Not only is it important to train the research workers of the future and provide a proper foundation for careers dealing with human relations or social changes (civil servants, administrators, jurists, engineers, town planners, doctors, teachers, journalists, etc.); it is also vital that every cultured citizen should have some precise ideas about the structure and working of the society to which he belongs, as well as of other societies. The various branches of the social sciences are not, however, taught at present with the same success in all universities and in all countries, and when this teaching exists, it does not always take the same form.

It would be very desirable for every country to assess the progress achieved by its universities in the teaching of the social sciences, and then compare methods and results with other countries. Stocktaking of this kind is necessary if social

science teaching is to develop and if, in all its branches, highly skilled experts are to be trained, who will be capable of studying social problems objectively and of providing public authorities with a sound diagnosis. With these objects in view, in 1949 and 1950, Unesco made a start, with political science and allied subjects, and in the next two years extended its field of enquiry to the teaching of the social sciences as a whole.

The first of these investigations led to the production of about a hundred reports by eminent experts, in reply to a questionnaire sent to them by Unesco. Half of these reports, covering some thirty countries, were published in a collection entitled *Contemporary Political Science*, which constitutes the most extensive and valuable directory to be found in this field today, and reflects as accurately as possible the main currents of national and international thought concerning the content, methods and terminology of political science.

The International Sociological Association, the International Political Science Association, the International Economic Association, the International Committee of Comparative Law and the International Studies Conference (now dissolved), were responsible for the second investigation—into the teaching of the social sciences as a whole. There could be no question of exploring every single country, but the eight selected for study were sufficiently varied to be regarded as representative of the various regions of the world: Egypt, France, India, Mexico, Sweden, the United Kingdom, the United States of America and Yugoslavia. The international organizations of experts carried out a systematic survey of the teaching of their respective subjects, and an interdisciplinary meeting held in Paris in 1952 then drew up proposals applicable to all the social sciences.

As the traditional structure of universities is frequently an obstacle to the development of the social sciences, the meeting recommended that the various disciplines should no longer be divided into water-tight compartments, and pointed out the value of social science as an educational background for the man of culture, since the advance of knowledge demands increasing specialization. Instruction in the social sciences enables the student to integrate his knowledge of social relationships and to appreciate the fundamental unity of all cultures. It is of course another matter in the case of students intending to embark upon research or 'social' work of a practical nature. Their education should be more exhaustive; it should be both analytical and synthetical, and should draw

attention to the diversity of social problems considered from the historical and geographical point of view. It would also be inconceivable to omit from their studies the situation and needs of the country to which they belong. The meeting also put forward a series of suggestions with regard to teaching methods, the organization of students' work and the recruitment of teachers. In view of the difficulties encountered in this last respect by the underdeveloped countries, it was recommended that more students should be sent abroad and that foreign experts should stay longer at universities where there is a shortage of young lecturers.

On the basis of these recommendations and of the documentation collected in the course of the enquiry, Unesco embarked on a long-term programme to develop and improve social science teaching. Within the limits of the funds at its disposal, it also provided missions of experts for States requesting assistance in reforming or extending their teaching system. Twenty-two governments expressed an interest in this scheme, and in 1952 a group of three professors from the universities of Amsterdam (Netherlands), Aarhus (Denmark) and Michigan (United States of America) respectively, gave courses of lectures at Dacca University (Pakistan). It was planned to send advisory missions in 1954 to Costa Rica, Nicaragua, Greece and—for the second time—to Pakistan.

For the benefit of public authorities and of students taking courses in foreign universities, Unesco began by publishing the results of the research carried out during its enquiry. A series of five booklets gives a comparative account of the manner in which a given subject is taught in the eight countries mentioned above. A second series of booklets describes, country by country, the structure and aims of social science teaching; three works of this type dealing with France, the United Kingdom and the United States of America have already been published. They describe university organization in outline and give particulars of the way in which economics, political science, international relations, law, sociology, social psychology and cultural anthropology are studied in each country.

These booklets provide a solid basis of comparison for the different types of teaching and also supply essential information for governments and experts setting out to improve the teaching of the social sciences in the universities of their own country by drawing on the experience of other countries.

Unesco next proposed to give more direct assistance to States as regards the development of social science teaching,

encouraging closer co-operation among countries which, as a result either of their proximity or of a common cultural heritage, are faced with similar problems and needs. Within the framework of regional conferences, countries whose educational systems spring from the same traditions can compare their experiences and difficulties and work out a basis for common action in this sphere. Unesco has therefore organized three seminars of this type, in South Asia, the Middle East and Central America.

Side by side with its activities for the development of social science teaching, Unesco has paid particular attention to the training of statisticians. Although statistics belongs, methodologically, to the exact sciences, its application to the study and description of social problems has increased to such an extent that it has become indispensable to the demographer, the economist and the sociologist. But some regions are still short of statisticians capable of providing social scientists with the basic facts—the raw material of their work. At the invitation of Unesco, and with its financial support, the International Statistical Institute put into operation in 1950 a programme for improving the teaching of statistics in underdeveloped areas. Two regional centres were set up—one in Calcutta in 1950, for South Asia and the Far East; the other in Beirut in 1953, for the Middle East. The courses given in both these centres cover statistical theory, applied statistics, the administrative organization of a statistical service, documentation and terminology, mechanical processes, and investigations by representative sampling, Up to now, nearly two hundred students from some 15 countries have been given a specialized training in Calcutta; the Beirut centre has enrolled in one year about twenty-eight students of seven nationalities.

The survey carried out in 1951 and 1952 showed that social science teaching in the universities can only be really effective if it is preceded by preparatory instruction in the secondary schools, so that when the student reaches the university, he knows exactly what subjects to select for study. This preliminary instruction is already given in several countries, and Unesco has undertaken to examine it from a comparative, international angle.

The part played by the social sciences in the world today and their contribution to the solution of great social problems are almost unknown to the general public. It therefore seems desirable to publicize the principal methods used in these sciences and the most important results already achieved. To

this end, Unesco plans to publish a series of booklets designed for the educated public, especially secondary school teachers and adult educationists. The first booklet, on economics, has been written by two distinguished Frenchmen—Mr. Pierre Mendès-France, and Mr. Gabriel Ardant (Commissaire général à la Productivité).

The international co-operation thus achieved by international organizations of experts with the help, sometimes direct and sometimes indirect, of Unesco, is not spectacular, but it is nevertheless of great importance and significance. On it, indeed, depends the cohesion of the scientific and technical civilization whose expansion is one of the essential features of our epoch. The application of this civilization to the diverse conditions, both natural and historical, that shape our various societies, no doubt creates formidable problems and anomalies, of a local or world-wide character—which are far from being resolved. But the unity of intellectual progress and the universality of technique, asserting themselves as a common denominator even of these problems and anomalies, constitute a force that must in the long run prevail over the separativeness of history.

CHAPTER II

THE STUDY OF SOCIAL ATTITUDES AND OF METHODS OF INTERNATIONAL CO-OPERATION

The part played by science and its technical application in the evolution of modern society is of obvious importance. In peace as in war, it is chiefly science that has the power to bring prosperity and victory. It does more than leave its mark on our civilization; it may be said to shape it and determine its course. Social science, for its part, can open up the way to conscious transformation of the environment by evaluating the factors that may influence or modify social behaviour. The economist elucidates the problem of prosperity and of raising individual and collective standards of living; the political scientist explains how the machinery of government works, and suggests means of improving it; the sociologist analyses basic social processes and tries to evolve standards for a healthy social life suited to the needs of a given environment; the anthropologist studies the same problems from the standpoint of the natural history of the human species' development; and lastly, the social psychologist tries to adapt behaviour to social needs. Each social science constitutes a reservoir of ideas which Unesco can explore and study in order to encourage individuals and groups to work for the peace and prosperity of mankind.

'Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed', we read in the preamble to Unesco's Constitution. Parallel to the efforts of the United Nations to bring about understanding between the peoples, Unesco encourages social scientists to elucidate, by an objective study of collective behaviour, the phenomena which give rise to conflicts. During the last thirty or forty years, social psychology, sociology and cultural anthropology have taught us that the institutions, beliefs and customs of human societies are not an incongruous collection of subjects for study, but combine to form a single whole. We now know that economic life, techniques, political and legal institutions, art, ethics and religion are so closely interdependent that we can understand nothing of one of them unless we have discovered its relationship to all the others, and its particular role in a given social structure.

Unesco could not, of course, consider every single aspect of social 'reality', highly varied and fluid as the latter is. But a study of the results obtained from past and current research has enabled the Organization to establish an order of priority between certain problems, according to practical possibilities and the needs of specific environments.

Unesco does not itself undertake research. Its task is to facilitate collective research at the international level; to obtain from organizations, institutes and experts, information on the results of their work; to synthesize this information and distribute it throughout the world; and finally to help its Member States and the United Nations, at their request, to solve their special problems.

NATIONAL BEHAVIOUR PATTERNS AND THE FORMATION OF SOCIAL ATTITUDES

Foremost in this work is, naturally, a study of the almost permanent psychological tensions which lead to actions of a frequently hostile or aggressive nature. Such tensions exist between individuals and within social groups or nations, and they all influence each other. They play a decisive part with regard to international security, and their study is a matter for psychology, social as well as individual. It seems evident that the masses, though not desiring war, tolerate or even propagate it, wittingly or otherwise, because they believe they can thus ensure their security or safeguard their way of life, their economic interests, or the ideology underlying their social and political system.

Until recently, the study of international relations was the almost exclusive preserve of historians, jurists, diplomats and economists. Sociologists, psychologists and ethnologists devoted themselves only rarely to the analysis of internationl tensions and their cure. Although the social sciences are not yet able to supply the specific remedy that will put an end to war, they can help to lay bare certain of its causes—the stereotyped ideas that people have of themselves or foreigners, an inclination towards aggressive nationalism, pressure of demographic and economic factors combined, and a propensity to war. But above all, they can discover what changes are possible in psychological attitudes, show the influence which modern technology and its progress has on tensions, and make an initial estimate of the force behind such tensions and the speed with which they develop or diminish.

Unesco's first concern was to draw specialists' attention to the importance of this field of exploration, and to their part in the building of peace. To this end it published two works. The first—*Tensions affecting International Understanding*, by Professor Otto Klineberg (United States of America)—summarizes what the sciences of behaviour can teach us, at the present stage of their development, about the causes of tensions prejudicial to understanding between nations. The second—*Tensions that Cause Wars*, edited by Mr. Hadley Cantril (United States of America)—sets forth the views of eight experts of different nationality and training on the means of correcting attitudes of aggressive nationalism and improving international understanding.

An objective knowledge of national characteristics and their origin can help to dissipate the misunderstandings that arise between nations. Unesco accordingly requested the International Studies Conference to produce a series of monographs, under the general title of *The Way of Life*, dealing with the basic values and social structure of 15 nations—Australia, Austria, Egypt, France, Greece, Italy, Lebanon, Mexico, New Zealand, Norway, Pakistan, Poland, Switzerland, the Union of South Africa, and the United Kingdom. These monographs, several of which have already appeared,[1] are written in accordance with a uniform plan and form an introduction to the studies of the countries in question, making it possible to compare their modes of life and their institutions.

International tensions are connected not only with the actual differences or similarities between nations, but with the prevalent notion formed of them. It is therefore necessary to determine what conception any national community has of itself and of foreign communities. Unesco has obtained the assistance of several distinguished sociologists and educators, who have experimented with new methods of analysing national stereotypes. Some of them carried out a broad investigation (public opinion surveys in 10 countries at a time), others an intensive study (an exhaustive examination of replies to a detailed questionnaire on America and the Americans, which had been addressed to members of some of the more active intellectual circles in Great Britain).

1. *The Australian Way of Life*, by G. Caiger, London, Heinemann, 1953; *The South African Way of Life*, by G. H. Calpin, London, Heinemann, 1953; *La Confédération Helvétique*, by Denis de Rougemont, Monaco, Edition du Rocher, 1953; *Le Canada*, by T. Davidson, Monaco, Edition du Rocher, 1953.

Others, again, were concerned with the possibility of modifying (particularly among children) the stereotypes associated with prejudice against 'foreigners' and 'coloured people'; thus the experiment carried out in an English school by Mr. H. E. O. James and Dr. L. Tenen, of London University, has formed the subject of a work entitled *The Teacher was Black.*[1]

The processes determining the formation of certain national or international attitudes have also more than once been analysed. The first of these experimental enquiries, carried out at the Paris *Centre d'études sociologiques*, was concerned with the different factors in a child's social education—personal relations, the formation of groups, collective attitudes, and the family environment. The second investigation, carried out in New Zealand and described in a report issued by the Faculty of Psychology in Victoria University,[2] bore on the connexion between the way information is presented and the mental attitudes adopted in international relations. In the course of the third enquiry, effected at London University, educators analysed their own prejudices in order to discover methods of modifying attitudes.

But it is not enough to emphasize the psychological causes of tensions; the form these take in a nation's life must also be examined. Accordingly, comparative studies have been carried out in Australia, France, India and Sweden, each covering two communities—one urban and the other rural. With the help of methods already used in other countries but never yet applied on an international scale, very exhaustive first-hand enquiries have been made in order to discover the different modes of social behaviour which, generally speaking, seem liable to provoke intergroup tensions, with particular reference to attitudes adopted towards 'foreigners'. The results of the enquiries carried out in Australia and France have already been published.[3] The information obtained in all four countries was the subject of a comparative survey by eight experts of different nationalities at a conference held in 1951 at the International Cultural Centre at Royau-

1. Heinemann, London, 1953.
2. *The Modification of International Attitudes: a New Zealand Study*, by Professor E. Beaglehole and Dr. J. R. McCreary.
3. *Social Structure and Personality in a City* and *Social Structure and Personality in a Rural Community* (Australia), by Professor O. E. Oeser, London, Routledge & Kegan Paul, 1952; *Nouville, un village français*, by L. Bernot and R. Blancard, *Travaux et mémoires de l'Institut d'ethnologie*, LVII. Paris, 1953.

mont, near Paris. Their chairman, Professor Adam Curle, of the University of the South-West, Exeter (England), has compiled a synthesis of the results of these studies, which will be published in 1955 and will include, in particular, an evaluation of the methods and concepts used in this international enquiry, a review of the contribution made by these methods to the theory of social structures and psycho-social dynamics, and suggestions for further research of the same type.

A study of the origins of fascism and nazism was calculated to throw some light on the formation of collective attitudes and on aggressive nationalism. An enquiry in this sense was therefore entrusted to the International Council for Philosophy and Humanistic Studies. The experts who took part in it analysed the philosophic bases of fascism and national socialism from a scientific standpoint, the conditions which favoured these doctrines and transferred them from the theoretical and ideological plane to the sphere of practical politics, and the methods and procedures used to propagate the doctrine among the German and Italian masses in the period prior to World War II. At the same time, a critical survey on the concept of democracy was carried out in order to elucidate the habits of thought and the theoretical postulates involved. Replies received from some 30 sociologists and psychologists to a questionnaire based on certain fundamental writings dealing with democracy have formed the subject of a publication entitled *Democracy in a World of Tensions*, edited by Professor Richard McKeon (United States of America).

With Unesco's encouragement, the study of social attitudes has become a subject of international research, in which many countries have joined. Not merely has the Organization drawn social scientists' attention to the importance of these problems, but several governments have requested Unesco's assistance for the purpose of diagnosing certain internal tensions.

India was the first country to make such a request, which she did in 1950 in order to ascertain whether practical application of the social sciences could help to solve a country's basic cultural problems. What was involved was a study of tensions between different communities, especially Hindus, Muslims and Sikhs, and an enquiry into the social divisions which caste, barriers of language, and economic systems (agricultural or industrial) produced in thinly populated villages and large urban centres alike. The Government of

New Delhi urged all Indian universities to take part in this work, and thus gave an unprecedented stimulus to co-operation by social science theorists in a national undertaking. With this support, Professor Gardner Murphy (City College of New York), who had been appointed by Unesco as technical adviser, was able to form and instruct research teams on the spot; some of these made general surveys, while others concentrated on more detailed, local analyses. The first results of these enquiries have already been the subject of several monographs, published in India in mimeograph form; and Professor Murphy has himself produced a work of synthesis entitled *In the Minds of Men*.[1] Research is still continuing under the direction of a co-ordinating committee attached to the Indian National Commission for Unesco.

In 1952 the Government of Israel asked Unesco to appoint an expert to draw up, in conjunction with the national authorities, the Hebrew University and the Israeli Institute of Applied Social Science, a work plan comparable to that implemented by Professor Murphy in India. Professor Arvid Brodersen (Norway), of the New School for Social Research, New York, went to Israel to work out a programme for research into the tensions observed within the institutions of this new State, in co-operative agricultural communities, in immigrants' camps, between Jews and Arabs, between parents and children, between different economic communities, and under the influence of technical development. These studies, which are progressing very favourably, are co-ordinated by a specially constituted Israeli committee on research into social tensions.

In the same context, Unesco has surveyed tensions found among German and Japanese youth. The first enquiry was carried out by Dr. E. Pipping (Finland); begun in 1950 under the direction of an international committee, it was completed in 1953 with the co-operation of the Unesco Social Science Institute in Cologne. The second was effected during the same period by Professor Jean Stoetzel, of Bordeaux University (France), with the assistance of Dr. F. Vos, of Leyden University (Netherlands), and the Japanese Cultural Society; its results are published in the work *Without the Chrysanthemum and the Sword*.[2] Impressed by these activities, the Japanese authorities have themselves

1. Basic Books Inc., New York, 1953.
2. Heinemann-Unesco, London, 1955; Columbia University Press-Unesco, New York, 1955.

started a general investigation of the tensions existing in the different social strata of the nation—an enterprise which shows that Unesco's pioneer work in this field is beginning to bear fruit.

STUDY OF METHODS OF INTERNATIONAL CO-OPERATION

One of the most characteristic social phenomena of the period subsequent to World War II has been the increase in the machinery for organized international co-operation. It has been truly said that the machinery of the League of Nations and its auxiliary bodies was simplicity itself, compared with the vast and complex apparatus of the United Nations today. The latter consists, not merely of the basic structure in New York—the *General Assembly, the Security Council, the* Economic and Social Council, the Trusteeship Council and the Secretariat—but also of a whole series of technical bodies with quasi-independent functions, possessing separate headquarters on both sides of the Atlantic—in Geneva, Berne, Paris, Rome, Washington and Montreal. The whole system is decentralized, organically and geographically. In addition, many of its organs have their own executive machinery, extending into the furthest corners of the five continents—in the form of committees and regional offices, information centres, etc. Alongside this system of world-wide co-operation are important independent regional organizations; and we must also mention the scores of technical offices, unions and commissions which are not organically linked to the United Nations but in whose work many Member States of that Organization take part.

It may indeed be said that at present there is no aspect of government policy which does not fall, directly or indirectly, within the scope of one and very often several of the intergovernmental institutions. Just as, at the national level, government action tends to embrace almost the whole of social life, so the field of international co-operation is being constantly extended. This development is simply a symptom of the ever-increasing interdependence, both vertically and horizontally, that characterizes human relations.

The United Nations Charter specifically recognizes the need for concerted action among the different States if practical solutions are to be found for the economic, social, cultural and humanitarian problems facing mankind, and if human rights and fundamental freedoms are to be respected

throughout the world. To translate these principles into a practical and effective policy is an extremely complex task, demanding co-ordinated action at three distinct points—in the bodies responsible for determining the policy of international institutions, in the permanent secretariats of these institutions, and in the administrative structure of each Member State. Co-ordination, in the sense used here, relates both to positive programmes and to administrative practices, for these two factors cannot be dissociated.

The study undertaken by Unesco of methods of international co-operation aims at utilizing the resources of social science to discover means of smoothing out practical difficulties encountered by the United Nations, its related institutions and the other international organizations in the course of their rapid growth. Apart from the production of appropriate 'research tools' (documentation and bibliographical services, annotated lists, establishment of an index of documents, etc.), a certain number of enquiries have already been carried out in different countries and in several international institutions with the help of historians, jurists, political scientists, sociologists, social psychologists and government representatives. So far, this work has covered the problems arising from a State's membership of international organizations, its responsibilities towards the world community, the technique of international conferences and the effectiveness of international co-operation programmes. Through such investigations, Unesco proposes to make world problems better understood and to facilitate their solution.

For States to play their part in the work of international organizations such as the United Nations and the Specialized Agencies, they need—at the national level—certain administrative machinery, legal procedure by which to operate, and the sustained interest of a large section of the public. All these are delicate questions, particularly for States that have recently achieved their independence. These have had to create, during the last few years and often within a very short period of time, the organs responsible for liaison and co-ordination with the international institutions to which they belong. Problems of this kind, even if they only represent a small fraction of the enormous task such countries have to face in order to set up the institutions essential to their national life, nevertheless deserve particular attention. In fact, the United Nations and their Specialized Agencies can only do effective work if all their Member States are able to co-operate actively in the pursuit of common aims. It is there-

fore natural for these organizations to try to put the results of impartial studies at the disposal of the younger members of the world community, in order to enable them to learn from the experience gained by other States. Assistance of this kind is all the more beneficial to the governments of nations which have enjoyed independence for a short time in that they can set up new machinery suited to present needs or reform temporary structures which have not yet crystallized into forms inherited from the past.

On completion of the research carried out with the co-operation of 14 States, Unesco and the International Institute of Administrative Sciences first published a booklet entitled *National Administration and International Organizations*. The States in which this investigation was conducted all possess a long tradition of membership in international institutions. On the basis of information collected since then in the capitals concerned, Unesco has asked several scientific organizations to make comparative studies of problems encountered by recently constituted States in their relations with the United Nations and the Specialized Agencies, and of the different ways in which they have tried to solve these problems.

The International Political Science Association undertook to examine problems concerning the co-ordination of national with international action, as well as the question of representation. The International Committee of Comparative Law assumed responsibility for analysing the constitutional and legislative aspects of the application, in each country, of rules of international law or recommendations adopted by the major international organizations. Lastly, the International Institute of Administrative Sciences was entrusted with an enquiry into the structure and operation of government and other national departments responsible for liaison with international organizations, and into the training of officials belonging to these services.

In this field Unesco decided to give a more direct form of assistance to States requesting it, in order to study at first hand the problems raised at the national level by effective participation in the work of international organizations. A mission of this nature was entrusted to an official of the Norwegian Ministry of Foreign Affairs, who visited in turn Indonesia, the Philippines and Laos.

In addition, owing to a possible revision of the United Nations Charter in 1955, it seemed advisable to collect as much information as possible on the development of the

international community in the years following World War II, and in particular to discover exactly how States conceived their rights and duties as members of the United Nations and the Specialized Agencies. The problem is to identify, in the light of concrete examples, those spheres in which the doctrine of national sovereignty remains inviolate and inviolable, and those, on the other hand, in which acquired habits of consultation and joint action modify the traditional concept of that sovereignty.

The Governments of Egypt, France, India, Norway, the United Kingdom and Yugoslavia agreed to take part in this enquiry. The chosen experts who conducted investigations at the national level indicated the way in which each of these States envisaged the exercise of its sovereignty and defined its own powers and attributes in international relations. They also analysed the existing constitutional measures and legislative and administrative procedures governing the implementation of international conventions signed and ratified by these countries and the application of recommendations put forward by international organizations of which they are members.

In the conduct of international relations, conferences and meetings of all kinds today play a predominant part. Whether intergovernmental or non-governmental, political, economic, scientific or professional, they are increasing in number every year, and embrace an ever vaster range of subjects. Their influence on day-to-day events throughout the world is already remarkable, and promises to become even greater; decisions taken at special or regular meetings have repercussions on the development of international relationships no less considerable than the effects of any other method of political action.

Solution of the problems discussed there usually demands great ingenuity and patience. Though rightly concerned to defend the interests they represent, delegates have, as far as possible, to rid themselves of all prejudice, if they are to achieve the compromise which it is so often necessary to reach. Differences of opinion, e.g. as to procedure and differences in national parliamentary customs, sometimes constitute serious obstacles to be overcome. The structure peculiar to each international institution demands its own method of work and discussion, to meet situations that could hardly arise on the national plane. All evidence goes to show that the more closely conference technique is adapted to the needs of international life, the easier it will be to draft,

precisely and clearly, the recommendations or conventions resulting from conference discussions.

To provide for this and to stimulate the research required for the improvement of techniques now in use, Unesco carried out a series of preliminary studies. Several teams of psychologists, sociologists, jurists and political scientists, using the method of direct observation, analysed the organization and proceedings of several important international meetings of various kinds. They considered the types of tension arising during the discussions, the procedure for exchanges of views between delegates, the influence of the moment and of the cultural training of those present, etc. They also endeavoured to define the contribution that groups of social scientists belonging to different disciplines could make to such conferences. The main results of their work were published in a special number of the *International Social Science Bulletin.*[1] The need for such research had long been apparent; and to Unesco is due the credit for opening up the way to interdisciplinary investigation which, if followed up, can gradually improve the technique of international relations in this field.

Of all the problems facing the international community, none is more difficult and delicate than the peaceful solving of disputes in which divergent national interests are at issue. Unesco, obviously, cannot claim to supply a panacea for restoring normal international relations in time of crisis. But it may not be superfluous to discover the extent to which certain methods of conciliation and mediation, already tested at the national level, (e.g. in labour conflicts), could be employed on the international level, as a supplement to classical legal procedure. Probably an objective survey of factors such as the psychological atmosphere in which negotiations take place, the publicity given to them, the degree of confidence enjoyed by the third party acting as intermediaries, and the influence of cultural phenomena on the attitude of negotiators, could help to reveal certain essential conditions for the success of conciliation procedure. Early in 1954 the Centre Quaker International assisted by the New Hope Foundation, organized in Paris a meeting of politicians, senior civil servants, jurists and sociologists, who studied these questions. The conclusions to which they came, and the gaps they noted in research of this type, gave Unesco an extremely useful idea of the way in which its projected work on this subject might be carried out.

1. Vol. V, no. 2, 1953.

THE EFFECTIVENESS OF INTERNATIONAL CO-OPERATION PROGRAMMES

It is necessary to examine the effectiveness of international co-operation programmes and to work out objective methods for assessing such effectiveness. A farmer not only sows his field; he knows what the fruit of his labour will be, and how to harvest it. International organizations, whose experience is all the time increasing, should be in a position to know and evaluate the effects of their action. They have to discover why the concepts underlying certain types of programme are less readily accepted than others and therefore end in disappointment; once they know what the obstacles are, they can take steps to avoid or remove them. For this purpose Unesco proposes, for the benefit of United Nations and the other Specialized Agencies, to identify the evaluation techniques worked out by social science and apply them, experimentally, to several typical activities undertaken by international organizations.

In 1952 a modest beginning was made in this direction in connexion with an information campaign about the Universal Declaration of Human Rights. The experiment took place in three European towns simultaneously—Cambridge (United Kingdom), Grenoble (France), and Uppsala (Sweden). Public opinion surveys were conducted on the attitude of the population in these towns to human rights in general and to the Universal Declaration of 1948 in particular. Since then, new schemes of systematic research have been initiated. Thus the International Social Science Council has embarked upon a critical survey of the evaluation techniques hitherto used for international co-operation programmes, with special reference to the effects of communication media and their influence on international relations, fundamental and adult education programmes, the international exchange of persons, and programmes of technical aid for economic development.

Public opinion surveys have multiplied rapidly during the last 20 years, and governments make increasing use of them in order to gauge the populations' reactions to major national problems. It seemed advisable that public opinion research at the international level should be organized as soon as possible, with a view to its guiding international organizations in their action. For this purpose Unesco asked the World Association for Public Opinion Research to undertake a critical study of the various techniques and methods at present used throughout the world for sounding public

opinion, and to suggest any modifications or adjustments that might be required for making a scientifically sound international comparison of the results of such soundings.

However dark the international situation may appear, the arguments in favour of co-operation have lost none of their force; and the creation and functioning of the United Nations cannot be ignored. Thanks to it, machinery exists which, if properly operated, can ensure the peace and well-being of the peoples. All men of goodwill are agreed that they must act on the assumption that catastrophes can be avoided. We must therefore try to perfect the procedure for discussions, negotiations and agreements so that the organs of the international community may become ever more effective. It is in this spirit that Unesco is constantly taking fresh action and appealing to social scientists to devote themselves, especially in a period of tension such as the present, to the improvement of methods for co-operation between the peoples.

CHAPTER III

THE INTERNATIONAL ASPECTS OF SOCIAL EVOLUTION

THE SOCIAL CONSEQUENCES OF TECHNICAL PROGRESS

The interest aroused throughout the world by the study of the effects of technical progress on different social groups indicates a new attitude towards the position of industry in modern life. It is barely a hundred years since labour legislation began to protect men against the more flagrant abuses of the industrial system. Today we are witnessing a similar movement aimed at safeguarding society against certain harmful effects of technological progress, and not merely safeguarding it but equipping it with means and processes to ensure that the machine is really the servant of man instead of being, as it has too often been in the past, his master.

The industrialization of a country can only take place satisfactorily if it is based on a healthy population that has acquired the necessary occupational training. The problem of immediate output is less important than the proper formation of the workers. The methods employed, especially among rural populations (as in the underdeveloped countries), must be suited to their mentality, beliefs and, in a word, their culture; otherwise situations may materialize in which there is a serious lack of balance.

Unesco first tried to identify which of the technological questions connected with education, science and culture lent themselves most readily to social science treatment. Three great problems were found to predominate—the reform of general education and technical education combined, the human factor in industry, and the extension of modern technique to 'non-mechanized' peoples.

It is clear that in a society where the entire way of life, especially the methods of earning a living, is undergoing rapid change, education must be entirely different from what it would be in a 'static' society. Sons have ceased to follow the age-long traditions of their fathers—to labour behind the plough, or to work as craftsmen. A peasant's son can become a textile worker, and his son can be a bank clerk or a teacher. During the next 50 years those who are schoolboys today

will doubtless witness enormous strides in modern technique, affecting the whole world. Here a fundamental problem arises: What have the various countries done, as regards their educational systems, to remedy difficulties caused by men's progression from agriculture to industry and thence to the white-collar occupations? How are the different peoples of the world trying to cope with the radical changes that have taken place in the workers' forms of employment and in their social positions?

With a view to supplying a satisfactory answer for these questions, Unesco in 1950 arranged a meeting of educationalists, social scientists and statistical experts from 13 countries, also attended by representatives of the United Nations and the International Labour Organisation. It then produced a survey entitled *Education in a Technological Society*, based on the conclusions reached at the meeting. This showed that the question was not one of adapting man to a technological society, but rather of discovering how education could produce the 'complete man'—men able to live in a society of this kind and change it according to the material and spiritual needs of the age. At present, technical education is seldom adjusted to future needs; it is not enough to found an adequate number of schools and specialized institutes; provision must constantly be made for the evolution of professional 'structures'. General education rarely provides the practical knowledge essential for life in modern society: book knowledge should be supplemented, in the curricula, by instruction of a 'practical' type. On the other hand, technical training, as generally understood today, is still very lacking in cultural value; the pupil's personality, critical faculty and intellectual curiosity must be developed, since this will help him both in his work and in the organization of his leisure time. In addition, the training given to young people by industrial firms should not be too specialized to prevent them readapting themselves to a new trade should the necessity arise. Girls and women should receive technical education equal in value to that given to boys and men; but they must also be taught how to run their homes and to care for and bring up their children. Lastly, changes in the educational system consonant with a country's technical development cannot be achieved unless the appropriate administrative machinery exists.

The second problem is the human factor in industry. Modern technique has proved its effectiveness for purposes of production; and, with its help, the standard of living has risen

extremely rapidly in a number of countries. But it may have, and has in fact often had, the effect of disintegrating the community. Industrial centres, manufacturing towns, slums and 'dormitory' suburbs are typical products of the technological era; men and women live herded together with no neighbourly relationships, no feeling of comradeship, no social cohesion. Those who are wise enough to learn from the past and look towards the future are increasingly asking themselves how modern industry can be made, not only into an instrument of production, but into something making for cohesion. Two innovations alone seem to have succeeded in reducing the tensions to which the workers are prey—trade unionism and the scientific method. Trade unionism has made it possible for the working man to feel once more that he is a member of a group, and to be conscious of his own power and importance. The scientific method, still in its infancy, gives him a share in the organization and direction of his own industrial effort.

In an endeavour to assist work already proceeding in this sphere, Unesco asked several experts to study the organization, in six European countries, of 12 industrial undertakings which have succeeded in inspiring their staff with an *esprit de corps* and a community spirit. Two sociologists, Mr. Jerome F. Scott and Mr. R. P. Lynton, of the British Institute of Management, were asked to draw conclusions from this enquiry. In their report, published under the title of *The Community Factor in Modern Technology*, they are concerned first of all to show, with the help of abundant documentation and numerous examples, the damage in the way of disintegration that technical progress *can* do to a community. They then examine, in detail, the means whereby the 12 undertakings surveyed have managed to maintain the existing community intact, or to encourage the formation of new communities where a social system had been destroyed or had never existed. On the basis of this wealth of experimental data, they then try to determine what satisfaction workers need to obtain from factory life in order to experience a feeling of comradeship, a sense of 'belonging'. Lastly, they endeavour to discover by what procedures and methods specialists in social sciences can carry out the analytical and critical studies required for applying these general conclusions to a given industrial undertaking. This appears to be the first large-scale international study of its kind that has been attempted.

The extension of modern technique to 'non-mechanized'

peoples is one of the main preoccupations of our age. The sudden change from a primitive or quasi-primitive society to a society where technical development is very advanced presents grave dangers. While it is easy to introduce modern techniques into a new environment, it is much more difficult to introduce, or inspire in it, the values which should govern them. With the old crafts went a certain mode of life, which modern industrialization threatens to destroy without replacing it by anything satisfactory. The urbanization of rural populations gives rise to acute problems connected with family organization, legal practice, ethics, the internal structure of clans and tribes, relationships with foreigners, etc. Changes in the place and structure of the home should not be allowed to interfere with the preservation of local and traditional culture. Provision must also be made for adapting populations to a new life, changing autonomous, isolated and static 'closed societies' into 'open societies' where all is interdependent and in process of evolution. In other words, practical experience of every type of society shows that any modification in one feature of a culture involves changes in its other features, and that these changes may have damaging repercussions on the mental health of the populations concerned.

As a first contribution to the solution of this problem, Unesco sponsored, through the World Federation for Mental Health, an enquiry into the effect that new methods and techniques may have on societies where they are introduced. This research—the results of which have formed the subject of the publication *Cultural Patterns and Technical Change*—was directed by Dr. Margaret Mead, who was assisted by a large group of social scientists and a team of qualified American anthropologists. The enquiry aimed at demonstrating the harmful results produced by technical changes that took no account of the human element and disregarded the institutions and traditions of a culture in process of evolution.

Every culture is a case *sui generis;* and the communities covered by the enquiry were chosen in different regions of the world. The Tiv of Nigeria provide an example of a homogeneous and highly integrated culture, still very close to its primitive origins. Greece is a country with an ancient European and Christian culture and a long historic tradition characterized by the importance of the individual and the 'self'. Burma, a country of Buddhist and Asiatic culture, has just recovered its national independence; the Palaus in Oceania are a small island people, until lately primitive, but with a culture that adapts itself particularly well to social

change; the Spanish-Americans of the United States of America represent a Spanish-speaking Catholic minority, of conservative outlook towards technical change, in an English-speaking industrial society. A study of these different cultures throws into relief the different systems of values which must be taken into consideration when technical changes are introduced. But more is required than this type of research; the expert must also know what methods have so far yielded the best results, and which mistakes have proved the most costly, when new techniques have been introduced into communities with given cultures. The work published by Unesco contains, from this standpoint, a series of monographs bearing on concrete cases and dealing respectively with industrialization, agriculture, public health, maternity and child welfare, nutrition, and adult education. Using data collected in this way, the research team tried to determine the 'specific mental health implications of technical change', and to lay down the 'principles involved in developing mental health' during such change. It would be impossible to exaggerate the importance of this handbook for all whose work lies in underdeveloped countries.

The success of these general surveys of the relationship between technical progress and social tensions has suggested to Unesco various openings for action. Now that technical assistance to underdeveloped countries is continually increasing its range, Unesco proposes to undertake a scientific analysis of the effects of progress in production techniques, for the guidance of governments and organizations which are concerned with the development of the underdeveloped countries. To this end it organized in 1953, in collaboration with the United Nations, a conference of experts on the social aspects of technical assistance; the work of this conference has been described in a booklet entitled *Social Aspects of Technical Assistance in Operation*, by Professor M. E. Opler.

Conscious of the diversity of the problems thus raised, and of the differences between the populations who are to receive external aid, Unesco has since 1951 sponsored several major regional surveys. The first of these dealt with the social consequences of industrialization in Africa and was undertaken by the International African Institute of London, which secured the co-operation of several research centres. Stanleyville, an urban centre in the Belgian Congo, was the subject of an exhaustive study undertaken by a team of three experts; and the results of the various surveys were discussed at a

regional conference held in September 1954 at Abidjan, when the experts will be able to take stock of the social science problems peculiar to Africa.

South Asia is an equally important field for exploration. The purpose of the research being carried out there is not merely to collect first-hand data on the social consequences of technical progress, but to familiarize sociologists in this region with the latest analytical methods. The Economics Department of Dacca University in Pakistan is at present studying the influence of industrial development on various classes of workers, while the Asian Relations Organization is undertaking several investigations into the effects of industrialization and rural immigration in Bangkok, Jakarta and Bombay.

We have already referred to the Athens symposium on changes brought about in Near and Middle Eastern social and legal structures as a result of technological progress. Apart from this 'general area' study, three sociological surveys have been carried out, under the responsibility of the International Social Science Council, in Turkish, Lebanese and Egyptian worker environments; and Mr. J. P. Trystram, the French expert who directed and co-ordinated the work, has produced the written comparative study suggested by it.

The problems thus examined, whether on a general or on a regional scale, have proved to be of sufficient importance to call for the establishment of a permanent international research centre. This new body would demonstrate its practical value by analysing, at the request of the different governments or of the United Nations and the Specialized Agencies, the social consequences of any given plan of economic development; Unesco would ask it to engage in comparative studies in the countries concerned, and to investigate very thoroughly the problem of synchronizing economic and social development programmes. The research office which has been functioning in Paris since October 1953, under the auspices of the International Social Science Council, represents the first stage in the implementation of this plan. The office is responsible for making an annotated register of available documentation, and for increasing contacts between specialists by means of seminars and the exchange of information. It also has to plan pilot projects in research and facilitate the preparation of specialized bibliographies. Under its auspices a first seminar was held in Paris, in the spring of 1954, on the comparative study of economic incentives and stimuli in the underdeveloped countries.

THE SOCIAL ASPECTS OF LAND REFORM

Unesco's concern to promote the enforcement of economic and social rights is reflected in its recently undertaken studies on land reform. This work is connected, by its nature, with that already carried out on the social effects of industrialization. It does not fall to Unesco to determine the influence of a given agrarian system on agricultural production in a specific country or region, or to discover methods of increasing such production; this is a matter for the United Nations Economic and Social Council and the Food and Agriculture Organization. Unesco proceeds from a different standpoint; it is concerned with other, though no less important, factors in the agrarian problem. New systems of land tenure and land development bring about substantial social changes, both demographically and in the administration, way of life and cultural traditions of rural communities. Unesco aims to analyse these changes, as well as to identify the democratic basis of agricultural co-operatives and demonstrate their potentialities as instruments of education in citizenship.

Three international non-governmental organizations have been entrusted with these investigations, in co-operation with highly qualified experts. The International Political Science Association is examining the character and functioning of local authorities in the most typical rural regions, so as to throw light on the different ways in which the members of a rural community help to operate it, and on the relationship between the co-operative movement and the local authorities. The International Committee of Comparative Law is engaged on a comparative survey of the legal processes attending the land reforms carried out in various countries since the beginning of the twentieth century. The International Co-operative Alliance is undertaking research on the part played by the co-operative system in civic education, particularly in rural communities.

POPULATION AND MIGRATION PROBLEMS

Closely connected as they are with the social changes brought about by technical progress, population and migration problems are the subject of an important research and information programme within the United Nations. Unesco's contribution to this programme is to promote the study of the educational and cultural aspects of these problems, with a view to encouraging international understanding.

So far, Unesco has been mainly concerned with the cultural assimilation of immigrants. The latter may be of great value to new countries, especially if these are sparsely populated; such countries cannot in fact be developed at a proper rate unless new blood, of adequate quality and quantity, is infused into them. But immigration can also be a source of long-term difficulties in the receiving countries, difficulties that are all the harder to overcome where the proportion of foreigners in the total population is substantial.

The nationals of the receiving country have a direct interest in assimilating the newcomers, whether they welcome and encourage them or, alternatively, fear them and oppose their entry. There are not merely psychological, moral or religious reasons for this, but also substantial material ones, such as increased activity, a higher standard of living, and considerations connected with wages, unemployment, etc. The problem is just as important for the immigrant, who as a rule makes every effort to attenuate the differences in behaviour which separate him from the local people, so as to acquire all the rights that they enjoy. This wish to be assimilated should not allow anyone to overlook the contribution which immigrants generally make to the culture of their country of adoption.

The problem is a very complex one, and takes a different form in each country where it arises. Unesco therefore asked several experts to write a series of monographs containing useful information for those who have to deal with it. Studies have been produced on the cultural assimilation of Germans and Italians in Australia and Brazil; of Algerians, Italians and Poles in France; and of immigrants of every origin in Belgium and Israel. These monographs have either already appeared or will appear shortly. Two bibliographies have been produced on the same subject—one dealing with the assimilation of foreigners in Brazil, and the other of an international nature. In addition, a comparative study, also to be published shortly, will be based on information supplied by 21 States in reply to two Unesco questionnaires on the measures taken to prepare emigrants for new living conditions abroad and to facilitate their cultural assimilation.

These various enquiries have been supplemented by work of an even more practical nature. For the Organization must help States directly affected by migration—by endeavouring to define the social conditions conducive to the assimilation of immigrants, to their participation in the economic and cultural life of the receiving country, and consequently to the promotion of international understanding. Brazil served as

a background for the first study of this kind, which was directed by Professor Arca Parro (Peru), former chairman of the United Nations Population Commission, in co-operation with the national authorities. A booklet for popular consumption, supplementing the information supplied by the International Labour Organisation to future emigrants, will be produced from the large amount of documentation on Brazil, but chiefly from Professor Parro's information; it will be designed to give the emigration and immigration services, social services and local authorities a brief but graphic outline of the most suitable methods for facilitating the assimilation of immigrants. A booklet of the same kind is being prepared on the cultural, sociological and historical antecedents of emigrants to Australia; this is based mainly on the monographs already produced by Unesco regarding ways of life in Austria, France, Greece, Italy and Norway. The opinions expressed at an international meeting of experts on the psychology of displaced persons and refugees, and their absorption by the communities they have joined, form the subject of a work that will be published shortly.

Finally, we must not lose sight of the contribution made by immigrants and minorities to the civilization and evolution of the States absorbing them. Several studies have been devoted to the influence of certain ethnic and cultural minorities on the foreign policy of their country; and Unesco has also asked the International Sociological Association and the International Economic Association to investigate the positive contribution made by immigrants to the social, cultural and scientific life of the regions in which they have settled.

Concurrently with all this work on migration, a scientific examination is being made of certain more strictly demographic problems. At Unesco's request, a critical and comparative analysis of recent population policies throughout the world has been carried out by the International Union for the Scientific Study of Population. Several distinguished demographers have made an enquiry into the cultural and psychological factors affecting fertility, and an international group of experts has investigated differential fertility and its effect on a population's level of intelligence. Apart from the preparation of a work plan on the social aspects of changes in population, the results of this varied research will have constituted Unesco's contribution to the proceedings of the World Population Conference, convened by the United Nations in Rome in August 1954.

CHAPTER IV

THE SOCIAL SCIENCES AS A MEANS OF PROMOTING HUMAN RIGHTS

RACE PROBLEMS

Race prejudice, with the discriminatory measures which result from it, is one of the main obstacles to the implementation of human rights. Racism, one of the many by-products of the revolutionary age in which we live, has been built up into a political system and has grown into a kind of *mystique*, which is a very real social evil. In denouncing it, Unesco is acting in accordance with the spirit and the letter of its Constitution, the preamble to which explicitly refers to 'the doctrine of the inequality of men and races' as one of the causes of war which the Organization was set up to combat. Race prejudice is an extremely complex phenomenon deriving from a combination of psychological, social, economic and historical factors. Truly protean, it evades attack in any single one of its many forms. As political action of any sort is outside Unesco's competence, the Organization cannot directly advocate legislative measures, which must be the business of the States alone, acting on their own independent initiative. Race prejudice must therefore be fought in the minds of men, with the weapons and the means furnished by education, science and culture.

The experiments of racism constantly call upon science to provide an objective basis for their propaganda or their actions. They not only attack one of the vital articles of the Universal Declaration of Human Rights but are also guilty of deliberate intellectual dishonesty in arguing from scientific theories which were long ago admitted to be false. They must be reminded again and again of this fact, and for this purpose we need the help of scientists of unquestionable authority. There are also people who are not intolerant or consciously racist, but whose general attitude can be changed by telling them of the truths on which scientists are agreed. Racism is not always an aggressive and ruthless doctrine; generous-minded and kind-hearted men and women may be imbued with it and, by their belief in the innate superiority of one group over another, find excuse for acts which would fill them

with horror if they themselves had to commit them. It is not only in its extreme form that racism is an evil; its milder forms help to maintain the pernicious climate in which it flourishes.

In 1949 Unesco launched its information campaign on race problems. The first essential was to provide a sound scientific foundation for the campaign and to give a simple and precise statement of the present position of scientific research on race questions. For this purpose, arrangements were made for two successive conferences of anthropologists, sociologists, psychologists and biologists from several different countries. Their combined endeavours resulted in two statements—the second being more precise than the first—summarizing the scientific facts considered to be generally accepted by most modern scientists. Without hesitation or discussion, the specialists consulted unanimously declared that there was no scientific justification for calling one race superior to another, or for saying that the 'pure races' are the best.

A short statement, however, can give only a general idea of the problem. Those who wish to explore all aspects of the race question more thoroughly from the scientific standpoint are recommended by Unesco to read a series of publications under the general title of *The Race Question in Modern Science*. Ten booklets in this series, written by eminent scientists, have already been published. One of them, *The Race Concept*, contains the results of an enquiry, carried out among 69 anthropologists and geneticists belonging to 23 countries, in connexion with the second of the above-mentioned statements. The authoritative comments reproduced there are especially interesting because they enable the reader to follow the development of ideas as they become crystallized in scientific theories. In *Race and Culture*, Mr. Michel Leiris, of the French National Scientific Research Centre and the Musée de L'Homme in Paris, sets out to show that the differences between groups of people derive essentially from history and living conditions. The author of *Race and Psychology*, Mr. Otto Klineberg, Professor of Psychology at Columbia University, New York, makes a detailed criticism of the technique of psychological testing—certainly a useful method, often used in attempting to make an objective comparison of the aptitudes of several groups of people, but calling for great caution in the interpretation of results. These may, indeed, be too easily distorted by the handicaps under which certain groups labour as a result of the way of life, culture, education, and previous experience of the individuals tested. Differences in conditions explain the inferiorities

which might, at first sight, seem to be attributable to heredity. Professor L. C. Dunn, also of Columbia University, in *Race and Biology* gives a brief account of present-day ideas, based on the revolutionary discoveries made in genetics, from which the dominating fact emerging is the unity of mankind. The races are regarded as subdivisions of our species, distinguished only by relative and variable differences which are of little account in comparison with the hereditary characters common to all mankind. Mr. Harry L. Shapiro, the chairman of the Department of Anthropology, American Museum of National History, New York, deals with the problem of *Race Mixture*, establishing that there is no reliable evidence that race mixture as a biological process is inevitably a deleterious one. On the contrary, the results of research carried out on Pitcairn Island, in Jamaica and Hawaii, suggest that, in many cases, race mixture produces excellent results. All things considered, although race mixture can sometimes have unfortunate psychological effects, this is principally due to the social situation of the half-caste.

In his study *Racial Myths*, Professor Juan Comas, of the Mexican School of Anthropology, demonstrates the falsity of the pseudo-biological arguments by which racist theory seeks to mask its base and shameful aims. Arnold M. Rose, Professor of Sociology at the University of Minnesota, Minneapolis, investigates *The Roots of Prejudice*, analysing the main reasons underlying it—personal advantage, ignorance of other groups of people, the 'superiority complex', and ignorance of the costs of prejudice itself. In the booklet entitled *Race and History*, Mr. Claude Lévi-Strauss, the ethnologist who is Director of Studies at the École Pratique des Hautes Études in Paris, shows that the technological superiority acquired by the civilization of the white peoples over that of the coloured is not an argument in favour of race prejudice. Other civilizations have achieved equally striking results in different spheres. In the course of history, fortunate chances bring about human progress at certain places on the planet and at certain times, when widely differing cultures come into contact and pool their special contributions. A British scientist, Mr. G. M. Morant, considers *The Significance of Racial Differences*, and shows that biometric study reveals considerable overlapping and that, although there may be significant differences from the physical point of view, there is no proof that the same applies to mental characters.

Lastly, the author of *Race and Society*, Mr. Kenneth L. Little, of the Department of Social Anthropology, Edin-

burgh University, shows that history, rather than race, is the main cause of the differences observable between the cultures and standards of civilization of the peoples of the world. There is nothing permanent about the race problem; human society is perpetually developing and there are already signs that several of the countries principally affected by the race question are now embarking on a new course. 'Taking the long view', he concludes, 'we can therefore look forward with some confidence to the day race and colour distinctions will have ceased to plague mankind.'

The problems raised by race prejudice and discrimination are not only scientific. It would be naively optimistic to believe that to inform the public of the results obtained by modern scientists is, in itself, enough to settle racial conflicts and put an end to the tragedies they cause. The race question also concerns the conscience of humanity, and religions and philosophies have long given it thought and have expressed their views upon it. In a desire to make known the attitudes adopted by the great religions and philosophical systems with regard to the diversity of human types, Unesco has begun a new series of booklets under the general title of *The Race Question and Modern Thought*.

The first publication in this series is a study on *The Catholic Church and the Race Question*, by the Reverend Father Congar, of the Dominican Order, whose manuscript has received the imprimatur of the ecclesiastical authorities. The author first recalls the principles on which the Church's absolute condemnation of racism is based, and then shows, from fact and history, how Christianity has dealt with race feeling and what its attitude in practice is. Dr. W. A. Visser 't Hooft, the Secretary-General of the World Council of Churches, is the author of a second booklet, entitled *The Ecumenical Movement and the Racial Problem*. After describing the part the Churches have played in past and present struggles against racial discrimination, he endeavours to determine the significance of race, as such, in the light of the gospel, and to discover its implications with regard to race relations in society in general, and the Church's obligations in the matter. In *Jewish Thought as a Factor in Civilization*, Professor Léon Roth of the British Academy, sometime Rector of the University of Jerusalem, has set himself a twofold aim: firstly, to refute the accusation of racism so often levelled against the Jews, by underlining what, in Judaism, is the very negation of racial exclusivism; and secondly, to recall the importance of Judaism's contribution

to the intellectual and moral heritage of mankind. A booklet on *Islam and the Race Question* will shortly be published in the same series.

Other works more particularly intended for primary and secondary school teachers are being prepared. These will contain scientific data suitable for children and adolescents, together with suggestions on the way the material should be used. They will supplement the booklet *What is Race?*, written and illustrated with the object of informing the general public of the most important conclusions so far reached by biologists.

In addition to this general educational campaign, Unesco had to undertake field research designed both to add to our knowledge and to promote practical measures to lessen conflicts and tensions between peoples differing in colour. Four typical regions of Brazil were chosen for a study of the contacts between races or ethnic groups, with the aim of determining the economic, political, cultural and psychological factors conducive to harmonious relations between such races or ethnic groups. Brazil is a country where, at least until recent years, racial feeling was relatively slight, and where the antagonism between people differing in colour had little of the violence which marks it in some other regions. This fact is important because, in itself, it constitutes a weighty argument against racism, which denies the possibility of harmonious social relations. The mere description of the situation, however, is not enough for science. Science seeks to discover the psychological, social and economic factors that have produced a social climate generally propitious to good relations between different races.

Unesco in some cases commissioned local scientific organizations, and in others special missions, to carry out the necessary investigations. The Instituto Joaquim Nabuco carried out a study of ethnic relations in Recife, under the direction of the Brazilian psychiatrist and ethnologist, René Ribeiro, who concentrated mainly on ethnic relations as displayed in religious activities—the Catholic, Protestant and Africano-Brazilian forms of worship. At Salvador, in the State of Bahia, where the largest ethnic groups of African origin in Brazil are found, the Fundaçao para o Desenvolvimento da Ciencia na Bahia was made responsible for another survey. Mr. Thales de Azevedo, another Brazilian scientist, collected a body of autobiographical data about men and women of high social status belonging to different ethnic groups. This information made it possible to assess the effect of their racial origin on the social ascent of these people.

It has been published in a volume entitled *Les élites de couleur dans une ville brésilienne.*

Unesco took the opportunity of asking a joint American and Brazilian mission working in the hinterland of Bahia to undertake a comparative survey of race relations in urban and rural environments. This work, which was directed by Professor Charles Wagley of Columbia University, was supplemented by an analytical study of race relations at Gurupa in the Amazon valley. The findings have been published under the title of *Race and Class in Rural Brazil.* In the Rio de Janeiro area, Professor L. A. Costa Pinto was commissioned to study the effects of industrialization on the social structure, and produced a report containing statistical and biographical information, and an analysis of attitudes observed in different circles—religious, artistic, political and professional. Lastly, a group of sociologists and psychologists, led by Mr. Roger Bastide and Mr. Florestan Fernandes, carried out a survey of race relations in São Paulo. This town is developing at an extraordinary pace, giving rise to new social problems, and, in particular, to some antagonism between racial groups. It is therefore important to see exactly how prejudices and discriminatory measures come into being in actual life, in order that we may be able to combat them better. The material collected at both Rio de Janeiro and São Paulo will also be used for comprehension for works of synthesis.

At the same time, Unesco has turned its attention to the practical measures taken by governments, and by religious and educational authorities and civic organizations, to end discrimination and accelerate the assimilation of groups which are still excluded from the community. Six countries have been covered in this work. In the United States of America, Professor Morroe Berger, of Princeton University, has made a study of American experience in connexion with anti-discriminatory legislation and, more particularly, of the efforts made by the Federal Government, States, cities and voluntary agencies to ensure that all have equal opportunities for employment.[1] The policy followed by the Mexican and Brazilian Governments to bring about the integration of the Indian peoples has been the subject of two surveys, conducted respectively by Dr. Alfonso Case, director of the Mexican Instituto Nacional Indigenista, and Dr. Darcy Ribeiro, of the Brazilian Service for the Protection of Indians. Mr. Michel Leiris has also made a study of the results of French efforts

1. See the publication, *Racial Equality and the Law,* by Morroe Berger, Unesco, Paris, 1954.

to bring the population of the West Indian dependencies into the national community. In Germany, the Unesco Social Science Institute has analysed the attitude of the younger generation towards the various ethnic groups and has assessed the influence of events and new educational policies on the conception of human relations. Finally, under the direction of Professor Milos Radojkovic, of Belgrade University, a group of sociologists has studied the general trend of Yugoslav policy towards national minorities, and the measures adopted by the Federal Government to preserve the characteristic features of each while avoiding friction.

The last of the measures taken by Unesco in this sphere is concerned with the role of education in race relations. It has been thought advisable to study the social and cultural progress achieved in various regions by representatives of ethnic groups whose cultures are often considered 'inferior' or 'primitive', in order to show that most of these groups are today furnishing large contingents of good administrators, intellectuals and technicians. The survey covers the 'advanced' groups in Nigeria and Dahomey, as well as negro students in higher educational establishments in Paris. The determination shown by these people to educate themselves and acquire a modern training, and the results they have already achieved, deserve to be better known and scientifically assessed. This survey will also be useful in drawing attention to the educational problems raised by the transition from a so-called archaic culture to an industrial civilization. The cultural changes which are occurring all over the world inevitably have repercussions on race relations; there lies a danger which Unesco must do all it can to remove.

WOMEN'S RIGHTS

The Universal Declaration of Human Rights proclaims not only the equality of the races but also the equality of the sexes, thus recognizing the justice of the struggle waged by women, with increasing force, since the second half of the nineteenth century, against established customs and prejudices. Although the principle of the equality of men and women is today set forth in the laws of most countries, it is very far from being practically applied in all of them. Women have often shown their sense of civic responsibility and their capacity for all types of work in the most varied spheres, yet in many States there are considerable anomalies in their

social status, particularly with regard to political rights, education and employment. The United Nations, through its Commission on the Status of Women, and the Specialized Agencies, is seeking to bring about improvement in their status.

Unesco's activities here are more particularly concerned with the problems arising in connexion with educational opportunities for women and their role in political life. In its campaign for the extension of compulsory schooling, in the struggle it is waging against illiteracy—one of the evils from which the underdeveloped countries suffer most—Unesco has given a prominent place to women's education. As we are considering the sociological aspect of this work, we shall mention only the investigations carried out in Chile, India, and Yugoslavia into the conditions of education for women and girls. These three monographs, written by eminent experts, have been published in a collective volume entitled *Women and Education*. Investigations are in progress in Japan, Pakistan and Mexico for the purpose of determining the various factors—social, economic, cultural and psychological—which, in each of those countries, promote or hinder educational opportunities for girls on exactly the same footing as for boys of the same age.

Unesco is also dealing with the political role of women from the scientific point of view, studying their influence in the various fields in which women do actually play a part, such as voting, membership of political assemblies and of the government and their role in political parties, associations, and the press; also their indirect influence through the effects of a woman's personality in her family and social circle. In point of fact, there are appreciable differences in this respect, depending on the women's family environment, age, standard of education and occupation. The whole social and cultural background must also be taken into account.

The International Political Science Association was commissioned to carry out an enquiry along these lines in four States—France, the German Federal Republic, Norway and Yugoslavia—where women have won political equality at different times in the nation's social and economic development. This work was preceded by a wide-ranging discussion of the whole problem at the International Congress of Political Science held at The Hague in 1952. The results of the enquiry, supplemented by a public opinion poll conducted in France, have been summed up in a general report, produced by Mr. Maurice Duverger, Director of the Institute of Political

Studies at the University of Bordeaux, which is being published shortly.

In order not to confine its investigations to Europe, Unesco organized a regional seminar in New Delhi on the contribution of the social sciences to the study of the status of women in South Asia. Experts from six countries—Burma, India, Indonesia, Laos, Pakistan and Thailand—discussed the ethnological and sociological aspects of the problem, and considered how women in this region exercise their political rights. Conducted in co-operation with women's associations and scientific institutes in the States concerned, all this work should provide useful information for the public and, more particularly, for the organizations which are endeavouring to give practical effect to the equality of rights proclaimed by the United Nations.

The studies briefly outlined above represent an extensive effort to compare the standards of the international community with the actual conditions of society. Unesco is seeking to draw attention to problems which are at the root of social and international conflicts, and by the work it is doing, to help the States in directing research to ever more practical ends. Instead of working on its own, it is co-ordinating its activities with definite projects undertaken by the United Nations and the other Specialized Agencies, and is supplying the latter with scientific data, in easily accessible form, which may serve to guide the policy of the international community with regard to the common social problems of our time.

CONCLUSION

Unesco would have ignored one of the most powerful currents of contemporary thought if it had not recognized the important place that the social sciences increasingly tend to occupy in modern civilization. Specialists in these disciplines are now concentrating less on society of the past, on structures and situations that are already crystallized, than upon contemporary society, which is in a process of radical evolution and creation. Divisions into 'national schools' are outmoded, and the possibility of making practical use of knowledge, descriptive and explanatory alike, is becoming ever clearer. The field of the applied social sciences is constantly extending; social morphology and physiology are working, from the particular to the general, to evolve the most effective systems of organization.

We hope we have shown, in the preceding pages, that Unesco's activities in this field are inspired by two complementary aims—to facilitate the international development of the social sciences by providing them with the organs and working tools they need, and to bring these disciplines to analyse some of the vital problems of the present-day world and discover rational solutions for them.

These two forms of activity, though pursued concurrently, will not achieve definite results at the same speed.

With Unesco's help, the social sciences are securing the 'equipment' and the organs required for their development on an international scale—associations, reviews, and centres for documentation and the exchange of information. In the same way, the Organization has encouraged the 'decentralization' of the social sciences by stimulating the foundation of new teaching chairs in several countries, and the holding of seminars and conferences. The social science officers in the regional co-operation offices have, for their part, contributed to success in this direction.

But Unesco's second objective—to stimulate the co-ordinated study of today's major problems by the various social sciences, and in different countries—necessarily involves long-term action. With a view to achieving the Organization's

specific purposes, research was initially concentrated on the tensions constituting a potential threat to peace; but it has gradually been extended to cover the most acute social problems arising in changing societies, where technical progress, economic development, population movements and increased political rights are all factors that require to be adequately dealt with. Research has also helped in revealing the methods adopted in a number of countries to meet new situations that arise from rapid development, and in demonstrating the positive results thus obtained. These extremely complex problems, urgent and concrete though they are, had previously been studied only seldom and in a very limited way, mainly owing to the over-rigid divisions between the political sciences, the isolation of its experts—nationally and even locally—and the inadequacy of the documentation available to them.

An institution like Unesco can help gradually to remove such obstacles. Although this work is still in its initial stages, appreciable results have already been obtained. The efforts put forth should be judged less by the number of problems effectively solved than by the improvements they bring about in methods, the opportunities they create for original research, and the material they provide for States that put the solutions to which they point to the test. No new approach to social phenomena, no new branch of human knowledge has been created without its sponsors having had to do pioneer work that is always difficult and often thankless. Founded in order to maintain and consolidate peace, progress and prosperity for mankind through education, science and culture, Unesco was bound to use the resources of modern science to contribute towards an understanding of the problems by which the peoples were faced. Supported and aided by the States and scientists of every region of the world, it will continue to discharge its task.

BIBLIOGRAPHY

Principal works relating to the social sciences published by Unesco or with its assistance up to 1 July 1954

PERIODICALS

Current sociology. Quarterly, includes alternately a bibliography and a study (with selective bibliography) on some aspect of sociological research.
1952, vol. I, nos. 1 & 2-3, 'International bibliography of sociology for the year 1951'.
1953, vol. I, no. 4, 'Social implications of technical advance'.
1954, vol. II, no. 1, 'Social stratification'.
1954, vol. II, nos. 2-3, 'International bibliography of sociolgy for the year 1952'.
International political science abstracts. Quarterly.
International social science bulletin. Quarterly, each number deals with one important field of social science, or with a given region. The titles of the last seven issues were:
'Second international congress of political sciences, The Hague, 1952.'
'The technique of international conferences.'
'Public opinion research.'
'Documents relating to the Middle East.'
'Second world congress of sociology, 1953.'
'The factors of economic progress.'
'Economic motivations and stimulations in underdeveloped countries.'

NON-PERIODICAL PUBLICATIONS

Register of legal documentation in the world (1 edition, bilingual).
International economic papers. English translations of articles on economics which originally appeared in one of the lesser-known languages; London, Macmillan & Company Ltd.
Contemporary political science. A survey of methods, research and teaching.

A selected inventory of periodical publications.
International repertory of social science documentation centres.
World list of social science periodicals (1 edition, bilingual).
Theses in the social sciences. International analytical catalogue of unpublished doctorate theses, 1940-50 (1 edition, bilingual).

Series *The teaching of the social sciences:*

L'enseignement des sciences sociales en France (French only).
The teaching of the social sciences in the United Kingdom (English only).
The teaching of the social sciences in the United States (English only).
The university teaching of social sciences: political science, by W. A. Robson (also to be published in French).
The university teaching of social sciences: international relations, by C. A. Manning.
Les sciences sociales dans l'enseignement supérieur: droit, by Ch. Eisenmann (To be published in English).
The university teaching of social sciences: economics, based on reports by C. W. Guillebaud, R. Clemens, Wahib Messiha, E. James, F. Lütge, E. Preiser, C. N. Vakil, C. Arena, A. Kozlik, T. Palander, H. Taylor, R. Uvalić, G. Tintner.
The university teaching of social sciences: sociology, social psychology and anthropology, by Pierre de Bie, Claude Lévi-Strauss, Joseph Nuttin and Eugène Jacobson.
Tensions that cause wars, edited by Hadley Cantril; Paris, Librairie de Médicis.
How nations see each other, edited by William Buchanan; University of Illinois Press, United States of America (English only).
Tensions affecting international understanding, by Otto Klineberg; Paris, Librairie de Médicis.
Social structure and personality in a city, and *Social structure and personality in a rural community* (surveys made in Australia) by Professor O. E. Oesser, London, Routledge & Kegan Paul.
Nouville, un village français, by L. Bernot and R. Blancard, Work and Records of the Institute of Ethnology, LVII, Paris (French only).
Profil des nations: la Confédération helvétique, by D. de Rougemont, Monaco, editions du Rocher (French only).

Profil des nations: le Canada, by True Davidson, Monaco, Editions du Rocher (French only).
The Australian way of life, by G. Caiger, London, Heinemann (also to be published in French).
The South African way of life, by G. H. Calpin, London, Heinemann (also to be published in French).
The teacher was black, by H. E. O. James and Cora Tenen, London, Heinemann (English only). A summary appeared in the *International social science bulletin*, vol. III, no. 3.
In the minds of men, by Gardner Murphy, New York, Basic Books Inc. (English only).
Without the chrysanthemum and the sword, by John Stoetzel, Paris, Heinemann-Unesco, and Columbia University Press-Unesco.
National administration and international organization. International Institute of Administrative Sciences-Unesco, Brussels.

Series *Tensions and technology:*

Education in a technological society. A preliminary international survey of the nature and efficiency of technical education.
The community factor and modern technology, by Jerome Scott and R. P. Lynton.
Cultural patterns and technical change. An account of investigations carried out under the direction of Margaret Mead.
Social aspects of technical assistance in operation, by Maurice Edward Opler.
Étude sur l'assimilation culturelle des immigrants en Belgique, by René Clémens, Liège, Editions Vaillant-Carmonne (French only).
Français et émigrés. Study on cultural assimilation of certain foreign groups in France (Italians and Poles), Cahiers de l'Institut national d'études démographiques, no. 19, Paris, Presses Universitaires de France (French only).

Series *The race question in modern science:*

The race concept, results of an enquiry.
Race and culture, by Michel Leiris.
The roots of prejudice, by Arnold M. Rose.
Race and psychology, by Otto Klineberg.
Racial myths, by Juan Comas.

The significance of racial differences, by G. M. Morant.
Race and society, by Kenneth L. Little.
Race and history, by Claude Lévi-Strauss.
Race and biology, by L. C. Dunn.
Race mixture, by Harry L. Shapiro.

Series *The race question in modern thought:*

The Catholic church and the race question, by the Rev. Yves Congar, O.P.
The ecumenical movement and the racial problem, by W. A. Visser 't Hooft.
Jewish thought as a factor in civilization, by Léon Roth.

Series *Race and Society:*

Racial equality and the law, by Morroe Berger.
Les élites de couleur dans une ville brésilienne, by Thales de Azevedo (French only).
Race and class in rural Brazil, by Charles Wagley.

N.B. Unless otherwise stated, the above-mentioned works are published directly by Unesco in English and French.

UNESCO PUBLICATIONS: NATIONAL DISTRIBUTORS

ARGENTINA
Editorial Sudamericana,
S.A. Alsina 500,
BUENOS AIRES.

ASSOCIATED STATES OF CAMBODIA, LAOS AND VIET-NAM
Librairie Nouvelle
Albert Portail,
Boîte postale 283,
SAIGON.
Sub-depot:
Librairie Albert Portail,
14, avenue Boulloche,
PHNOM-PENH

AUSTRALIA
Oxford University Press,
346, Little Collins St.,
MELBOURNE.

AUSTRIA
Wilhelm Frick Verlag,
27 Graben,
VIENNA I.

BELGIUM
Librairie Encyclopédique,
7, rue du Luxembourg,
BRUSSELS IV.

BOLIVIA
Librería Selecciones,
Avenida Camacho 369,
Casilla 972,
LA PAZ.

BRAZIL
Livraria Agir Editoria,
rua México 98-B,
Caixa postal 3291,
RIO DE JANEIRO.

CANADA
University of Toronto
Press,
TORONTO.
Periodica Inc.,
5112 Avenue Papineau,
MONTREAL 34.

CEYLON
Lake House Bookshop,
The Associated Newspapers
of Ceylon Ltd.,
P.O. Box 244,
COLOMBO I.

CHILE
Librería Lope de Vega,
Calle Estado 54,
SANTIAGO DE CHILE.

COLOMBIA
Emilio Royo Martin,
Carrera 9a, No. 1791,
BOGOTA.

COSTA RICA
Trejos Hermanos,
Apartado 1313,
SAN JOSE.

CUBA
Unesco Centro Regional en
el Hemisfero Occidental,
Calle 5 No. 306 Vedado,
Apartado 1358,
HAVANA.

CYPRUS
M. E. Constantinides,
P.O. Box 473,
NICOSIA.

CZECHOSLOVAKIA
Artia Ltd.
30 Ve směčkách,
PRAGUE 2.

DENMARK
Ejnar Munksgaard Ltd.,
6 Norregade,
COPENHAGEN K.

ECUADOR
Librería Cientifica,
Luque 233,
Casilla 362,
GUAYAQUIL.

EGYPT
La Renaissance d'Égypte,
9 Adly Pasha Street,
CAIRO.

ETHIOPIA
International Press
Agency, P.O. Box No. 120,
ADDIS ABABA.

FINLAND
Akateeminen Kirjakauppa,
2 Keskuskatu,
HELSINKI.

FORMOSA
The World Book Co. Ltd.,
99 Chung King Rd.,
Section I,
TAIPEH.

FRANCE
Unesco Bookshop,
19 avenue Kléber,
PARIS-16ᵉ.

GERMANY
Unesco Vertrieb für
Deutschland,
R. Oldenbourg,
MUNICH.

GREECE
Eleftheroudakis,
Librairie internationale,
ATHENS.

HAITI
Librairie 'A la Caravelle',
36, rue Roux,
Boîte postale III-B,
PORT-AU-PRINCE.

HONG KONG
Swindon Book Co.,
25 Nathan Road,
KOWLOON.

HUNGARY
Kultura, P.O.B. 149,
BUDAPEST 62.

INDIA
Orient Longmans Ltd.,
Indian Mercantile
Chamber,
Nicol Road,
BOMBAY.
17 Chittaranjan Ave.,
CALCUTTA.
36-A Mount Road,
MADRAS.
Sub-depots:
Oxford Book and
Stationery Co.,
Scindia House,
NEW DELHI
Rajkamal Publications Ltd.,
Himalaya House,
Hornby Road,
BOMBAY I.

INDONESIA
C.C.T. van Dorp & Co.,
Djalan Nusantara 22,
JAKARTA.

IRAQ
McKenzie's Bookshop,
BAGHDAD.

ISRAEL
Blumstein's Bookstores,
Ltd.,
35 Allenby Road,
P.O.B. 5154,
TEL AVIV.

ITALY
Libreria Commissionaria,
G. C. Sansoni,
via Gino Capponi 26,
Casella postale 552,
FLORENCE.

JAMAICA
Sangster's Book Room,
99 Harbour Street,
KINGSTON,
Knox Educational Services,
SPALDINGS.

JAPAN
Maruzen Co. Inc.,
6 Tori-Nichome,
Nihonbashi,
TOKYO.

JORDAN
Joseph I. Bahous & Co.,
Dar-ul-Kutub,
Salt Road,
AMMAN.

KOREA
Korean National
Commission for Unesco,
Ministry of Education,
SEOUL.

LEBANON
Librairie Universelle,
Avenue des Français,
BEIRUT.

LIBERIA
J. Momolu Kamara,
69 Front & Gurley Streets,
MONROVIA.

LUXEMBOURG
Librairie Paul Bruck,
33 Grande-Rue.

MADAGASCAR
La Librairie
de Madagascar,
TANANARIVE.

MALAYAN FEDERATION AND SINGAPORE
Peter Chong & Co.,
P.O. Box 135,
SINGAPORE.

MALTA
Sapienza's Library,
26 Kingsway,
VALLETTA.

MEXICO
Difusora de las publicaciones de la Unesco,
Artes 31, int. bajos,
MEXICO, D F.

NETHERLANDS
N. V. Martinus Nijhoff,
Lange Voorhout 9,
THE HAGUE.

NEW ZEALAND
Unesco Publications
Centre,
7 De Lacy Street,
DUNEDIN, N.E. 2.

NIGERIA
C.M.S. Bookshop,
P.O. Box 174,
LAGOS.

NORWAY
A/S Bokhjernet,
Stortingsplass 7,
OSLO.

PAKISTAN
Ferozsons,
60 The Mall,
LAHORE.
Bunder Road,
KARACHI
35 The Mall,
PESHAWAR.

PANAMA
Agencia Internacional
de Publicaciones,
Apartado 2052,
Plaza de Arango No. 3,
PANAMA, R.P.

PERU
Librería Mejía Baca,
Azangaro 722,
LIMA.

PHILIPPINES
Philippine Education Co.,
1104 Castillejos,
Quiapo,
MANILA.

PORTUGAL
Publicaçoes Europa-América Ltda.,
Rua das Flores, 45, 1°,
LISBON.

PUERTO RICO
Pan American Book Co.,
SAN JUAN 12.

SENEGAL
Librairie 'Tous les Livres',
30 rue de Thiong,
DAKAR.

SPAIN
Aguilar, S.A. de Ediciones,
Juan Bravo 38,
MADRID.

SURINAM
Radhakishun & Co. Ltd.,
(Book Dept.),
Watermolenstraat 36,
PARAMARIBO.

SWEDEN
A/B C.E. Fritzes Kungl.,
Hovbokhandel,
Fredsgatan 2,
STOCKHOLM 16.

SWITZERLAND
Librairie Antoine Dousse,
Ancienne Librairie
de l'Université,
Case postale 72,
FRIBOURG
Europa Verlag,
5 Rämistrasse,
ZÜRICH.
Sub-depot:
Librairie Payot,
Place Molard,
GENEVA.

SYRIA
Librairie Universelle,
DAMASCUS.

THAILAND
Suksapan Panit,
Arkarn 9,
Rajdamnern Ave.,
BANGKOK.

TUNISIA
Victor Boukhors,
4 rue Nocard,
TUNIS.

TURKEY
Librairie Hachette,
469 Istiklal Caddesi,
Beyoglu,
ISTANBUL.

UNION OF BURMA
Burma Educational
Bookshop,
551-3 Merchant Street,
P.O. Box 222,
RANGOON.

UNION OF SOUTH AFRICA
Van Schaik's Bookstore
(Pty) Ltd.,
P.O. Box 724,
PRETORIA.

UNITED KINGDOM AND N. IRELAND
H.M. Stationery Office,
P.O. Box 569,
LONDON, S.E. 1.

UNITED STATES OF AMERICA
Columbia University Press,
2960 Broadway,
NEW YORK 27, N.Y.

URUGUAY
Unesco,
Centro de Cooperación
Cientifica para América
Latina,
Bulevar Artigas 1320,
MONTEVIDEO.

VENEZUELA
Libreria Villegas Venezolana,
Madrices a Marrón
N. 35.
Pasaje Urdaneta,
Local B,
CARACAS.

YUGOSLAVIA
Jugoslovenska Knjiga,
Terazije 27/II,
BELGRADE.

UNESCO BOOK COUPONS

Unesco Book Coupons can be used to purchase all books and periodicals of an educational, scientific or cultural character. For full information please write to: Unesco Coupon Office, 10 avenue Kléber, Paris-16e, France.

M. I. D. S. MADRAS
M. I. D. S. LIBRARY MADRAS

The International Social Science Bulletin

aims at providing specialists with a series of original studies, dealing either with an important problem in contemporary social science, or with its application to a particular region of the world.

The International Social Science Bulletin acquaints social scientists in various countries with work that has been conducted by national and international organizations, and by individuals, based on an objective and scientific approach to the study of human relations.

Specimen copy on request

Annual subscription:	$3.50;	21/-;	1,000 fr.
Per copy:	$1.00;	6/-;	300 fr.

Any of the Unesco National Distributors will accept subscriptions; rates in currencies other than the above will be supplied on application to the National Distributors in the country concerned. For information please write to Unesco, 19, avenue Kléber, Paris-16e.

Unesco Publications:

THE TEACHING OF THE SOCIAL SCIENCES IN THE UNITED STATES

Contains an introduction and a chapter on the general structure of higher education in the United States, followed by studies on the teaching of economics, political science, international relations, sociology, anthropology, social psychology and law.

150 pp. $1.00 6/- 300 fr.

THE TEACHING OF THE SOCIAL SCIENCES IN THE UNITED KINGDOM

Based on reports drawn up by specialists in the U.K. in the teaching of economics, political science, sociology, social anthropology, social psychology, international relations and law, this publication contains much information that is not available in comprehensive form elsewhere. The introduction presents the general organization of universities and other institutions of higher learning in the U.K.

140 pp. $1.00 6/- 300 fr.

Obtainable through bookshops or direct from the Unesco National Distributors (see list).

[B] Price: $0.25; 1/6; 75 fr.